DOCUMENT RESUME

ED 029 855 SP 002 695

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Annotated Bibliography on the Professional Education of Teachers.

Association for Student Teaching.

Pub Date 69

Note-183p.

Available from-Publications-Sales Section, National Education Association, 1201 16th St., N.W., Washington, D.C. 20036 (Single copy, $1.75; stock no. 861-24476).

EDRS Price MF-$0.75 HC Not Available from EDRS.

Descriptors-*Annotated Bibliographies, Behavioral Sciences, Disadvantaged Youth, *Instructional Materials, Learning Characteristics, Professional Associations, School Organization, Student Teaching, *Teacher Education, Teacher Education Curriculum, Teacher Educators, Teacher Evaluation, Teacher Responsibility, Teaching, Training Laboratories, Urban Teaching

This annotated bibliography capsules in two sections literature related to the professional education of teachers which appeared between July 1967 and June 1968. Section 1 contains 466 entries and is organized into five categories dealing with the current setting of teacher education (developments and conditions) and program proposals for teacher education; the content, structure, media, and technology of the professional component in teacher education and the preparation of teachers for the disadvantaged; student teachers, interns, beginning teachers, and the professional laboratory; assessment and evaluation procedures in teacher education; and college teaching in professional education, the study of teaching for the professional educator, and supervision in the professional laboratory. Section 2 presents 164 references to nonprint materials, including films, records, and tapes, in six areas: curriculum organization and assessment of instruction; characteristics of learning; study of teachers and teaching; teaching in different subject areas and at different levels; teaching the disadvantaged and atypical pupil; and the production of materials and use of new media. A final area of section 2 offers a list of course of teacher education media. (SM)

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THE ASSOCIATION FOR STUDENT TEACHING
A Department of the National Education Association
Richard E. Collier, Executive Secretary

Library of Congress Card Catalog Number: 76-83784

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PREFACE

This bibliography includes two sections. Section I reports literature related to the professional education of teachers that appeared between July 1967 and June 1968. With the significant emphasis now being given to new media and the acceleration in the production of materials, it seemed appropriate to depart from former practice and include a second section to report on non-print materials for use in the professional sequence.

Entries in Section I are organized in five major categories: Teacher Education: Current Setting and Proposals; The Professional Component in Teacher Education; Student Teachers, Interns, and Beginning Teachers; Assessment in Teacher Education; and The Professional Educator. Analysis of the literature reviewed supports the observations reported in the 1966-1967 Bibliography. Additional emphases can be noted:

> Specific proposals are emerging for cooperative arrangements between schools, universities, and communities in the preparation of teachers.
>
> Studies of student teaching are beginning to identify significant variables and to test relationships among them toward the end of producing verified knowledge about this important aspect of teacher education.
>
> Agencies and institutions are developing and testing new conceptual models for the professional education of teachers, making available in the public domain clear statements of underlying rationale.
>
> New conceptions of certification and accreditation are emerging, and there is evidence of action in these areas.
>
> Increased, and sometimes militant, action by teacher organizations is demanding attention in the education of teachers.

Section II makes no pretense for comprehensiveness. The intent here is to provide examples and to identify notable sources and resources for college and school personnel concerned with the use of new media in the professional development of classroom teachers. Further comment on material in Section II appears in the introduction to that section.

We are indebted to the graduate students at Teachers College, Columbia University without whose cooperation and effort this bibliography could not have been prepared. Original searching of the literature in print and the first-draft writing of the annotations were done by these students. Merlyn McClure prepared Section II.

Margaret Lindsey
Ruth Heidelbach
Merlyn McClure
January 1969

SECTION I

LITERATURE ON PROFESSIONAL EDUCATION

I. TEACHER EDUCATION: CURRENT SETTING AND PROPOSALS

DEVELOPMENTS AND CONDITIONS

American Association of Colleges for Teacher Education. TEACHER EDUCATION: ISSUES AND INNOVATIONS. Washington, D.C.: the Association, 1968.

Presents papers and discussions of the annual meeting of the AACTE. Emphasis and focus are on the efforts of the federal government programs in effecting educational change. Attention is given also to the improvement of teacher education through institutions and other organizations.

Brown, Bob Burton, and Vickery, Tom R. "Belief Gap in Teacher Education." JOURNAL OF TEACHER EDUCATION 18: 417-422; Winter 1967.

Aims to discover why the discrepancy between what is taught prospective teachers and what they later do is so great. A four-year study involving six universities measured subjects' dimensions of subjects' belief patterns. Findings indicate a large gap in basic philosophic beliefs between teachers and education professors, and between the educational and philosophic beliefs of some practitioners. Cautions that those teachers showing an "inner inconsistency" should not be chosen for cooperating teachers.

Combs, Arthur. "Teacher Education: A Problem in Becoming." PARTNERSHIP IN TEACHER EDUCATION. Washington, D.C.: American Association of Colleges for Teacher Education and Association for Student Teaching, 1968.

Advocates a change in teacher education based on the central idea of the "Self as Instrument." An effective self is not something taught or given; a self grows through a process of discovery from its interaction with the world throughout its lifetime. Our task is not to teach our students how to teach but to help them become teachers. This can only be done when colleges restructure their institutions to provide individualized instruction and experiences early in training to increase student motivation.

Ellis, Harlan Reed, II. "Education Professions Development Act." AMERICAN EDUCATION 9: 20-21; October 1967.

Reports on 1967 legislation to coordinate federal programs in teacher education designed to match demands for personnel, teachers, and teacher recruitment with effectively flexible plans and to provide for additional graduate fellowships, institutes and workshops, training grants, improvement of training opportunities, and time and facilities to collect and process relevant information.

"Federal Money for Education for Teacher Training and Student Assistance." AMERICAN EDUCATION 4: 26-27; February 1968.

Lists 35 Federal programs for the 1968 fiscal year administered by the U.S. Office of Education for teacher preparation and student assistance. Gives type of assistance, authorization, purpose, total appropriation, who may apply, and where to apply.

Fen, Sing-Nan. "Professional and Liberal Education of Teachers." PEABODY JOURNAL OF EDUCATION 45: 158-161; November 1967.

Emphasizes the need for relating liberal and professional education of a teacher for method courses to be related to subject matter. Defines "good" courses and professors in terms of "usefulness and relevance."

Fox, Willard. "Let's Not Train Teachers." IMPROVING COLLEGE AND UNIVERSITY TEACHING 16: 113; Spring 1968.

Points out the fallacious implications of the concept of "training" teachers. Presents concisely the concept of "preparing" persons to teach. Concludes that a college program designed to "prepare" students for teaching could well be quite different from one structured to "train" teachers and that perhaps eliminating this use of the word "train" from educational jargon and using the word "prepare" will more closely express the desired outcome of teacher education.

Lane, R. U. "Toward the Improvement of Teacher Education." ILLINOIS SCHOOL JOURNAL 48: 9-15; Spring 1968.

Examines some basic problems in education and their relation to the improvement of teacher education. Among the problems cited are: the predominently middle-class orientation of teachers, the conflict between the ideal of individuality and the necessity for conformity, the image of teaching as "women's work," and the conflicts with the educational establishment. Determining the content of teacher education programs requires joint effort by teacher preparation schools and employing school districts, more rapid synthesis of research findings in teaching, and greater communication with recognized experts in subject matter fields. Suggests the establishment of an Educational Developments Group in every institution that prepares teachers. Outlines in detail the nature, organization, and responsibilities of the proposed Group.

Malfetti, James L., and Rubin, Arline M. "Sex Education: Who Is Teaching the Teacher?" THE RECORD 69: 213-222; December 1967.

Notes an increase in sex education instruction and questions the readiness of school personnel to assume this responsibility. Sees a need to define sex education and to identify the objectives of sex education programs. Suggests that all teachers, administrators, and guidance personnel be encouraged to study on their own, to participate in workshops and group discussions intended to help them understand the nature of their own sexual needs and attitudes, and that teachers assigned specifically to sex education programs receive special training in content, method, and evaluation in the teaching of sex education.

Mars, Walter J. "AACTE Workshop in Teacher Education." AUDIO-VISUAL INSTRUCTION 12: 1046-1048; December 1967.

Reports the AACTE Media Project Workshops designed to disseminate to teacher educators four innovative approaches in teacher education and to demonstrate integrated and functional uses of media in instruction. Discusses (a) interaction analysis, (b) analysis of nonverbal behavior in the classroom, (c) micro-teaching ("real teaching scaled down-episode videotaped and played back"), and (d) simulation.

Nineteenth Annual Indiana Teacher Education Workshop. "Pressure Groups and Political Forces in Teacher Education." TEACHERS COLLEGE JOURNAL 39: 5-18; October 1967.

A series of articles designed to examine the influence of particular pressure groups and political forces upon teacher education. Myron Lieberman considers the overall subject of these pressures. Three separate articles by different authors deal with the issue of federal, state, and local government pressures.

Openshaw, M. Karl. "Research in Teaching." PARTNERSHIP IN TEACHER EDUCATION. Washington, D.C.: American Association of Colleges for Teacher Education, 1968.

After reviewing and analyzing the prominent, divergent research in education, the author concludes that "research in teacher education must first concentrate on how the larger field of human knowledge can be applied most effectively to changing the behavior of teachers so that those behaviors will ultimately hold potential for fostering learning in others." Knowledge, to be valid for teacher preparation, must be useful to teachers when teaching. He postulates that education can never become a discipline "if it continues to be viewed as broad as life itself."

Pearl, A.; Pomeroy, E. C.; and Burdin, J. L. "Opinions Differ on Teacher Education." NATIONAL EDUCATION ASSOCIATION JOURNAL 57: 14-18; May 1968.

Presents two views regarding the effectiveness of teacher education. Pearl states that teacher education is failing because teachers are required to perform too many tasks which should be the responsibility of others and advocates a realistic differentiation of staff. He takes the position that teacher education is too remote from classroom experience, theory is not related to practice, and teachers are being drawn from a very narrow segment of the population. He suggests that teachers should have ability to effect an interpersonal relationship with students, to share important knowledge and experience, to understand students' problems and recognize the fact that they do badly because the school is not meeting their needs, and to be capable of managing complex social organizations. Companion article, by Pomeroy and Burdin, contends that the increasing effectiveness and relevance of American schools have been largely due to changes in teacher education. They cite the action of the AACTE in bringing about innovative changes in teacher education.

Rockas, Leo. "I Was a Middle-Aged Student Teacher." THE RECORD 69: 243-248; December 1967.

Discusses the experiences of a college professor teaching a high school English class. Claims that (a) undergraduate students should have fewer theory of education courses and more and earlier student teaching experiences, (b) the training of secondary school and college teachers should resemble each other more, (c) the conditions and rewards of employment for secondary school and college teachers should be equitable, and (d) teachers need to be assured of the possibilities for improving syllabi and curricula. Reports a desperate need for more male teachers in the grammar schools and high schools.

Stiles, Lindley J., and Carver, Fred D. "Who Makes Policy for Teacher Education?" THE RECORD 69: 203-211; December 1967.

Reports a survey designed to gather data about who participates in policy making for teacher education. Results indicated that liberal arts professors in a large majority of the institutions cooperate and share responsibility with professors of education for the development of policies and programs for prospective teachers. Presidents of universities and deans of colleges of arts and sciences unanimously favor an interdisciplinary approach to teacher education.

Stone, J. C. "Reform or Rebirth?" NATIONAL EDUCATION ASSOCIATION JOURNAL 57: 23-25; May 1968.

Discusses the failure of previous efforts to effect a "breakthrough" in providing excellence in teacher education programs. States that present efforts to achieve the same end through the Education Professions Development Act depend too heavily upon cooperation between public schools and teacher education institutions. Both of these social institutions were created for the purpose of passing on the cultural heritage of society, or the "status quo," and innovations introduced within them seldom produce an appreciable impact on higher education. Discusses programs that call for the creation of new and distinct organizational structures for the preparation of professional educators.

Strom, Robert D., and Gallaway, Charles. "Becoming a Better Teacher." THE JOURNAL OF TEACHER EDUCATION 18: 285-292; Fall 1967.

Suggests the traditional aim of trying to identify "good" teachers and "good" teaching has failed because a single set of criteria has been used to define success in an impersonal way. Offers the term "better" teacher as a more comprehensive notion having a more personal referent. A move to effect teacher change should be preceded by an attempt to discern which teacher intentions are not being achieved. Sources of information might include (a) an observation report in the form of a recording schedule, (b) a self-report inventory, (c) a rating form completed by pupils, and (d) personality and psychological test results.

Weldon, Lynn L. "Is Teacher Education an Illusion?" THE JOURNAL OF TEACHER EDUCATION 19: 193-196; Summer 1968.

Suggests that the development of graduate occupational programs to supplant the existing teacher education programs would by-pass the argument between the liberal arts and teacher education proponents as the better way to prepare teachers. Such a change is far from imminent as many educators are not yet aware of faulty premises on which present teacher education programs are based.

6. Education and World Affairs

Dickson, George E. "International Teacher Education Research: The New Frame of Reference for Teacher Education Reform." THE JOURNAL OF TEACHER EDUCATION 18: 277-284; Fall 1967.

Reports the lack of attention to empirical research in comparative teacher education. Advocates an international, research oriented, critical evaluation of existing programs and practices and an assessment of the products of such programs. Suggests the need for a continuing international forum in teacher education. Results of a pioneer cross-national and cross-cultural research project conducted by the authors and associates are reported. Americans and British tend to deal in popular misconceptions in assessing the teacher education program of the other country.

Foy, Rena. THE WORLD OF EDUCATION. New York: Macmillan, 1968.

Seeks to develop an understanding of the essential fluidity and malleability of education by presenting historical and comparative views of education in the United States and foreign countries. Material is organized around five basic problems: Why is education important? Who should be educated? Who should be responsible for education? Who should pay? How should education be organized? Answers are presented with facts representing the American, Asian, Latin American, African, and European historical and contemporary view.

Glenman, T. Kieth, and Sanders, Irwin T. "Education and World Affairs." THE PROFESSIONAL SCHOOL AND WORLD AFFAIRS. New York: the Committee, 1967.

Reports a study to determine the role of professional teacher education institutions in strengthening those aspects of education that bear upon world affairs. Data were collected on current policies of the institutions preparing teachers, characteristics of their teacher education program, faculty and facilities, and viewpoints of responsible persons toward a number of pertinent issues. The summary deals with (a) expanding horizons of elementary and secondary education, (b) professional preparation of teachers in the United States, (c) preparation of individuals for educational service abroad, (d) research in international education, (e) international activities of the school of education, and (f) future roles of teacher education institutions in world affairs.

Horn, Francis. "Teachers in Step with The New World." THE RECORD 69: 569-580; March 1968.

Forecasts changes in the nature of society resulting from industrial and scientific revolutions, the re-structuring of government, and the overriding problems confronting advanced societies. Advocates (a) a minimum education of two years beyond high school for all students, (b) an extension of the normal undergraduate program to five years, and (c) the broadening of prospective teachers' experiences to include first-hand experience in unfamiliar cultural settings and travel outside the United States.

Hostrop, Richard W. "International Experience in Teacher Education." PHI DELTA KAPPAN 49: 227-230; December 1967.

Reports a unique undertaking in the spring of 1965 when twenty-seven future Japanese teacher student taught in four United States Department of Defense schools for American dependents in the Tokyo area. Identifies two questions about American education which deeply troubled the Japanese student teachers: "Why do you group children?" and "Why don't you teach moral education?" Discusses the development of positive attitudes, respect, and understanding toward the United States.

Koerner, James D. REFORM IN EDUCATION: ENGLAND AND THE UNITED STATES. New York: Delacorte Press, 1968.

Describes the present situation in English education for American readers, relating it to American problems and practices. Discusses the political anatomy of English education, the English schools, public examinations and national standards, the status and training of teachers, and universities in Britain. Includes a "candid" message to the English people. Appends information on reforms in education in Sweden, observations on English and American schools by exchange teachers, and a note on the failure of religious education.

Taylor, Harold. THE WORLD AND THE AMERICAN TEACHER. Washington, D.C.: The American Association of Colleges for Teacher Education, 1968.

Report study conducted to examine the education of American teachers in the area of world affairs and the effectiveness of their preparation in helping them to teach about world society and its problems. Considers the problem of international experience abroad and at home, the cultural element in foreign policy, the international content of the curriculum, and colleges for teachers. Concludes with a listing of general and specific recommendations.

8. Continuing Teacher Education and Curriculum Improvement

Alam, Dale V. "Opportunities for Growth." EDUCATIONAL LEADERSHIP 25: 153; November 1967.

Reports a study to determine the effect of involvement in curriculum study upon the attitudes of teachers. Curriculum studies directed by university personnel make a positive contribution to teachers' attitudes. The positive effect appears to be a result of the degree of teacher involvement in the task rather than the influence of university personnel. In-service programs should provide opportunities for teachers to (a) develop personally, (b) examine the gaps between beliefs and practices, and (c) focus upon the rationale which supports past and present educational decisions.

Armstrong, W. E. "Further Education of Teachers in Service." THE JOURNAL OF TEACHER EDUCATION 19: 33-38; Spring 1968.

Offers seven basic guidelines for school systems, state departments of education, and collegiate institutions to alleviate the pressure being placed upon colleges and universities to provide graduate and in-service opportunities for teachers. Among the recommended changes are the following: (a) substantial budgetary provisions by school systems for in-service teacher education, (b) discontinuation of salary increases upon accumulation of a specified number of credits, (c) changes in requirements for certification and renewal of certificates, and (d) limitation of six credits per academic year to be earned by fully employed teachers.

Bishop, Leslee J. "In-Service Education: Balance and Thrust." EDUCATIONAL LEADERSHIP 25: 10-11; October 1967.

Reports that decision making in curriculum matters is changing rapidly and that improvements resulting from adaptation rather than from "scratch" are likely to be imported from outside the system. States that while every new curriculum modification requires new teaching and learning strategies, teacher militancy and the spreading effects of the negotiating process will seriously modify the procedures and patterns for in-service education. Feels that the most significant changes will result from the improvements in teacher perceptions, in commitments, and in competencies.

Burkhart, Robert C., and Neil, Hugh M. IDENTITY AND TEACHER LEARNING. Scranton, Pennsylvania: International Textbook Company, 1968.

Takes the position that the human learner is self-acting and creative, requiring guidance and direction but not dictation and coercion. Maintains that the locus of evaluation must be within the learner, proceed from self-reflective understanding, to the self and another individual, and finally to the self and the class.

Foster, Richard L. "The Search for Change." EDUCATIONAL LEADERSHIP 25: 288-291; January 1968.

Analyzes the structured change model and the process-involved complex which are emerging from the thrusts for change in American education. Hypothesizes that the structured method of curriculum change is limited, although presumed the most efficient way by many who are reluctant to become involved in a more democratic educational program. States that the open system of process-involved change can become the model for the future.

School Organization and Programs

Allen, Dwight W. "Youth Education: Promises." YOUTH EDUCATION: PROBLEMS, PERSPECTIVES, PROMISES. Yearbook. Association for Supervision and Curriculum Development. Washington, D.C., 1968.

Highlights a variety of procedures for improving current educational practices. Suggests that educators review the extent and sequence of subject matter and attempt to develop and implement new curricula based upon performance-oriented criteria. Traditional grading systems should be replaced by a system which provides students with opportunities to earn credit only for portions of courses completed at an A or B level. Suggests that with the innovation of differential teaching assignments teaching positions will be identified in terms of what has to be done. Teachers will be assigned on the basis of their special competence for a particular position.

Association for Supervision and Curriculum Development. THE HUMANITIES AND THE CURRICULUM. Washington, D.C.: the Association, 1967.

Views multidisciplinary curricula as a means of humanizing the school experience and of reaching "beyond the cognitive" to provide deeper and more personal avenues into man's whole culture. Different contributors agree that a continuous

10. humanities program is necessary for all children, not merely the gifted. Discusses the relationship of particular school subject areas and particular disciplines in fine arts, philosophy, language and science to the shaping of practices congruent with the humanities content.

Berman, Louise M. NEW PRIORITIES IN THE CURRICULUM. Columbus, Ohio: Charles E. Merrill Publishing Co., 1968.

Proposes a broad outline describing curricula components. Focuses on "Education and Persons in Process." Discusses eight human processes of the framework for curriculum and organizational designs for implementing the proposal. Hypothesizes "that as the school places priority upon developing a setting where children and youth have the opportunity to experience and verbalize the meanings of creating, loving, knowing, organizing, and other process skills, they will orchestrate more beautifully the components of tomorrow's world than if they did not have such new priorities established in the curriculum."

Dunlop, Richard S. "Toward Improved Professional Practice Under Flexible-Modular Scheduling." THE JOURNAL OF TEACHER EDUCATION 19: 159-164; Summer 1968.

Supports the idea that flexible schedules allos teachers considerable autonomy in use of time and improve communication between all school personnel. Offers modular scheduling as a positive means of establishing true professionalism. Resistance to this proposal is seen as coming from old-line administrators who see teachers as semi-skilled wage earners.

Educational Policies Commission. THE ROLE OF THE FINE ARTS IN EDUCATION. Washington, D.C.: National Education Association, 1968.

Provides various arguments for education in the arts. Recommendations are offered by the Commission for the implementation of fine arts programs in education.

Elder, Glen H., Jr. "Age Interaction and Socialization in an Educational Setting." HARVARD EDUCATIONAL REVIEW 37: 594-619; Fall 1967.

Explores the developmental implications for youth who attend classes with adults through a survey of relevant theory and research, and a case study of an adult-youth school. Limited data suggest that adult and adolescent students appear to be relatively equal in status, share common problems, and are free to associate on a personal basis. The presence of adults in classes with adolescents is viewed as having education value for the youths. States that idea of education throughout life cycle raises important research questions relative to consequences to age variations among students in the classroom.

Etten, John F. "Expanding the School Plant for Teacher Education Facilities." EDUCATION 88:238-240; February-March 1968.

States the importance of the expansion of school plants to accommodate new materials and learning resources used by teachers in classroom activities. Discusses the need for architects to take into account the projected needs of a school which can be adapted to the teacher education facilities that will be called for in the future.

Frazier, Alexander, editor. THE NEW ELEMENTARY SCHOOL. Washington, D.C.: Association for Supervision and Curriculum Development, National Education Association, 1968.

Contains eight essays which concentrate upon those areas in elementary education where really new ideas are being developed and where there is new research to be reported. Considers new knowledge about young children and how they grow and develop, patterns of content selection and organization, and new patterns of teacher education.

Heald, James E., and Moore, Samuel A. THE TEACHER AND ADMINISTRATIVE RELATIONSHIPS IN SCHOOL SYSTEMS. New York: Macmillan Company, 1968.

Presents a systems analysis of (a) component parts of school systems such as the board of education and various school personnel, (b) the nature of interactions among such parts through supervision and curriculum development, policy formulation and budget preparation, and (c) social, legal, economic and political environment of school systems.

Klausmeier, Herbert J., and Quilling, Mary R. "An Alternative to Self-Contained Age-Graded Classes." Madison: University of Wisconsin, 1967. Abstract: ERIC-ED 016-Okl, UD 005-145.

Describes the research and instruction (R/I) units organized in elementary schools in five Wisconsin cities to improve student learning and to facilitate research, development, and innovation. Units are composed of teacher specialist, certified teachers, non-certified aides, and students. A comparison between test scores of students in R/I units and control groups shows greater student achievement in spelling, language, vocabulary and arithmetic for R/I unit students. Innovative instructional methods such as individual conferences, the use of older children as helpers and the presentation of small rewards to stimulate reading are discussed.

McKenna, Bernard H. SCHOOL STAFFING PATTERNS AND PUPIL INTERPERSONAL BEHAVIOR: IMPLICATIONS FOR TEACHER EDUCATION. Burlingame, California: California Teachers Association, 1967.

Sees technological devices and revised organizational patterns, such as team teaching and non-graded classes, as innovations which reduce the actual teaching time of classroom teachers. Suggests that teachers spend increased amounts of time helping pupils develop interpersonal attitudes and behaviors and offers a plan requiring teachers to have direct and intense involvement with pupils through a variety of individual and group activities. Teachers should be sensitive to the needs of pupils, possess diagnostic ability, understand group process, and be skillful in nondirective approaches.

Mulssig, Raymond H., editor. YOUTH EDUCATION. Washington, D.C.: Association for Supervision and Curriculum Development, 1968.

Major topics presented are (a) concern with the problem of educating secondary students in a dynamically changing society, (b) education of youth from social-philosophical, psychological, literary, curricular, and organizational-methodological perspectives, and (c) possibilities for future education of youth. Proposes that the student be given opportunities to decide what he will learn, the ways in which he would like to learn, and the manner in which he will occupy his time in school.

Neagley, Ross L., and Evans, N. Dean. HANDBOOK FOR EFFECTIVE CURRICULUM DEVELOPMENT. Englewood Cliffs: Prentice-Hall, Inc., 1967.

Discusses problems encountered by curriculum developers at the local and district levels, teacher involvement in curriculum development, and curriculum evaluation. Briefly enumerates predicted changes in the curriculum of academic and non-academic school subjects. Forsees the most dramatic change to be a result of the perfection and adaptation of electronic equipment to the school environment. Includes a sample curriculum writing project check list, a curriculum continuum sequence in English, and several formats for curriculum guides.

Newlin, W. "It Can Be Done; Teacher Aides Can Make a Difference in Illinois." ILLINOIS EDUCATION 56: 213-216; January 1968.

Defends the feasibility of utilizing the services of teacher aides. Calls for a closer delineation of professional and non-professional classroom functions. Discusses the definition of "teacher aide" in Illinois law and the guidelines for their use issued by the Office of the Superintendent of Public Instruction. Considers the training, salary, and status of teacher aides and the scope of the services they are capable of performing.

Nordstrom, Carl; Friedenberg, Edgar Z.; and Gold, Hilary A. SOCIETY'S CHILDREN: A STUDY OF RESENTMENT IN THE SECONDARY SCHOOL. New York: Random House, 1967.

Seeks to determine whether there are unrecognized processes by which schools actually do something to students, seriously interfering with the development of what used to be called a strong and forceful character. Hypothesizes that students in schools adapt themselves to institutional roles and procedures under pressure or retreat into defensive postures such as open hostility, incompetence, or indifference.

Rand, M. John, and Fenwick, English. "Towards a Differentiated Teaching Staff." PHI DELTA KAPPAN 49: 264-268; January 1968.

Proposes a plan of organizational structure in education which would abolish the traditional single salary schedule and would grant additional remuneration for increased professional responsibilities. Outlines a teacher hierarchy based on differentiated compensation and responsibilities. Discusses resistance by teachers and administrators to this plan. Asserts that differentiated staffing is a concept which challenges a host of notions about how American education should be organized and operated. This plan "at the moment may be heresy, in a decade it may be practice."

Schaefer, Robert J. THE SCHOOL AS A CENTER OF INQUIRY. New York: Harper and Row, 1967.

Criticizes the language and methods of educational reformers in failing to help schools reflect upon their own work; deplores the continued reliance on a technical approach to teacher education illustrated by Dr. James B. Conant's proposals for an expanded apprenticeship system for teacher preparation. Urges continuing aid by other disciplines to prepare and maintain scholar-teachers relieved of excessive burdens and capable of providing "more effective, more intellectually demanding, more abstract education." Rejects a concept of education as a discipline but proposes a move toward effective colleague authority in the schools; such a move would include teacher preparation in ways of knowing, methods of inquiry, and in the approaches of rational thought and analysis common to behavioral science. Seeks school-university collaboration in developing particular schools as centers of inquiry into teaching.

Snyder, Fred A. "Teachers' Perceptions of Para-Professionals." CONTEMPORARY EDUCATION 39: 145-147; January 1968.

Cites research studies to support the value of paraprofessionals. Discusses teacher perceptions pertaining to the duties and value of paraprofessional duties in the classroom. Concludes that paraprofessionals can function in useful roles and that teachers "perceive the change as leading to greater pupil opportunity for learning."

Tannenbaum, Abraham J. "Evaluating STAR: Non-Professional Tutoring." THE RECORD 69: 433-448; February 1968.

Reviews Project STAR (Supplementary Assistance in Reading) which was developed to upgrade children's literary levels by arranging for parents to learn practical tutoring skills. Reports an evaluation of the program during 1966-1967 revealing a consistently higher level of school readiness among first-grade pupils receiving STAR-type intervention as compared with those assigned to remedial programs and others serving as control groups. Caution should be exercised in making extravagant claims for the program as only one of nine analyses of variance produced F ratio significant beyond the .05 level.

Taylor, Katharine. PARENTS AND CHILDREN LEARN TOGETHER. New York: Teachers College Press, 1967.

Describes how parents, by cooperative efforts, can provide nursery schools for their children at a cost within their reach and under the direction of parent educators and experienced nursery school teachers. Guides teachers in finding effective ways for working creatively with parents. Suggests ways in which parent cooperatives may contribute to the solution of the basic problems of our time.

Unruh, Glenys G., and Leeper, Robert R., editors. INFLUENCES IN CURRICULUM CHANGE. Washington, D.C.: Association for Supervision and Curriculum Development, 1968.

Contains ten essays in which the authors examine contemporary influences on the curriculum as a whole and discuss new developments in each subject field in relation to future curriculum planning. Part I deals with social and psychological forces which influence curriculum change and points to curriculum developments likely to result from these influences. Part II concerns actual changes now taking place in a number of subject fields.

Wilcox, Prestin. "The School and the Community." THE RECORD 69: 133-143; November 1967.

Reconstructs the relationship between school and community in view of contemporary events of the community in asserting a voice in governing schools. A concept of responsible "Parent Power" is offered as a counterbalance to the power of school administrators.

Education for the Disadvantaged

Cheyney, Arnold B. TEACHING CULTURALLY DISADVANTAGED IN THE ELEMENTARY SCHOOL. Columbus, Ohio: Charles E. Merrill Books, Inc., 1967.

Describes culturally disadvantaged children, their teachers, and offers methodological specifics of a language development approach which teachers of the disadvantaged have found successful. Discusses reading, children's literature, listening, speaking, and writing. Appends quotations from outstanding teachers of the disadvantaged.

Cloward, Richard; Dentler, Robert; Ianni, Francis, A.; and others. "Educating the Children of the Welfare Poor: A RECORD Symposium." THE RECORD 69: 301-320; January 1968.

Suggests that problems of urban poverty can be solved if effective and appropriate ways are found for educating the children of the poor. Nine educators address comments to questions concerning (a) the socio-economic reforms needed for the realization of the potential of public education, (b) the weight to be given to proposals for guaranteed income, family allowances and new job possibilities, and (c) the ways in which the experiences of the children of welfare clients exemplify and dramatize the daily problems confronted by the children of the urban poor. Since these questions remain unanswered teachers are encouraged to find suitable solutions for themselves.

Dentler, Robert A.; Backler, Bernard; and Warshauer, Mary Ellen, editors. THE URBAN R'S: RACE RELATIONS AS THE PROBLEM IN URBAN EDUCATION. New York: Frederick A. Praeger, Publishers, 1967.

Contains eighteen essays which examine how school and community can best provide a meaningful education for the changing population of the city's school children. Explores the connections between racial and economic or class segregation, between segregation and the relationship between school and community, and between segregation and the ability of the schools to teach effectively. Focuses on the individual needs of the school children and describes the results of studies designed to elicit new information about their abilities, self-attitudes and racial attitudes, and emotional health.

Fantini, Mario, and Weinstein, Gerald. MAKING URBAN SCHOOLS WORK. New York: Holt, Rinehart and Winston, Inc., 1968.

Presents a proposal for a modern urban school. Includes rationale for the model as well as significant and relevant knowledge bearing on social realities and educational objectives.

Fantini, Mario, and Weinstein, Gerald. "Taking Advantage of the Disadvantaged." THE RECORD 69: 103-114; November 1967.

Presents ways and means of converting schools into relevant and flexible educational institutions. The recent studies of the disadvantaged offer evidence to support immediate and critical changes in the educational system.

Forbes, Jack. "Rough Rock Demonstration School." Albuquerque: Southwestern Cooperative Education Laboratory, June 1967. Abstract: ERIC, ED 015-807, RC 002-022.

Presents the transcript of a speech describing an experimental school located on a Navajo reservation. The school is designed to serve 200 elementary pupils and offers courses in (a) English as a second language, (b) Navajo as a second language, and (c) Navajo history. To achieve parental involvement in school affairs, adult education classes are conducted in weaving, handicraft, basketry, silver making and reading and writing the Navajo language.

Gold, Stephen F. "School-Community Relations in Urban Ghettos." THE RECORD 69: 145-150; November 1967.

Supports the belief that before community participation and involvement programs of school-community relationships are developed, the factors, problems and influences of such an involvement must be examined, discussed and understood.

Gross, Ronald, and Murphy, Judith. "Can the Arts Turn on Poor Kids to Learning?" THE RECORD 69: 581-586; March 1968.

Reports a variety of projects which demonstrate the potency of programs in the arts for "unlocking the hearts and minds of deprived youngsters." Teachers need to be re-trained to make full use of the arts in all inner city schools. Suggests that components of a good arts classroom are individual expression, individual pace, non-competitiveness. Learning by discovery may serve as valuable practices for all aspects of successful education.

Hamlin, Ruth; Mukerji, Rose; and Yonemura, Margaret. SCHOOLS FOR YOUNG DISADVANTAGED CHILDREN. New York: Teachers College Press, 1967.

Presents recommendations for compensatory education for the disadvantaged youth from insights gained through practical experiences. Major aspects are (a) material dealing with a learning environment that will foster sound social, emotional and intellectual growth, (b) suggestions for a program of concept and language development, and (c) recommendations for the administration and supervision of educational programs for young children. Stresses that programs should be based on knowing the disadvantaged child in his social, physical, and learning environment. The curriculum should be formulated from these bases. Curriculum content should focus on developing the child's self-concept, inter-group relations, and his language experiences. Administration is cautioned to focus their attention on the needs of the child.

Howard, Douglas P. "Needs and Problems of Socially Disadvantaged Children as Perceived by Students and Teachers." EXCEPTIONAL CHILDREN 34: 327-335; January 1968.

Reports a study which hypothesizes that there are significant differences between perceptions of socially disadvantaged and other student and teacher groups on each subtest of the SRA Junior Inventory. Despite rejection of hypothesis, findings indicate that teachers have a better understanding of the needs and problems of disadvantaged youth than might be expected. Teachers, however, differ markedly with students by suggesting that the home rather than the school is the source of student frustration. Notes other discrepancies and discusses implications.

18. Keach, Everett T.; Fulton, Robert; and Gardner, William E., editors. EDUCATION AND SOCIAL CRISIS--PERSPECTIVES ON TEACHING DISADVANTAGED YOUTH. New York: John Wiley and Sons, 1967.

Presents a collection of readings focusing upon the culture of the disadvantaged and the implications of this culture for students. Three major sections of the book reveal issues related to (a) the cultural values and the family life of disadvantaged youth, (b) the problems facing disadvantaged youth in schools, and (c) the current programs designed to meet the educational needs of disadvantaged youth. Particular emphasis is placed upon the cultural determinants of students' classroom behavior.

Kontos, P. G., and Murphy, J. J., editors. TEACHING URBAN YOUTH. New York: John Wiley and Sons, Inc., 1967.

Intended as a source book for teachers of urban youth, it is a collection of actual teaching practices as described by the teachers who actually used them. Examines and evaluates the methods which teachers have judged to be effective in urban education and those considered to be less valuable.

La Noue, George R. "Political Questions in the Next Decade of Urban Education." THE RECORD 69: 517-530; March 1968.

Questions the future role of public schools in large cities and examines traditional assumptions concerning school financing and administration, school politics, and possible alternatives to public education. Enumerates trends in urban education relating to decentralization, metropolitanization, the community school, community-teacher tension, social indicators, program budgeting, and the municipal government's intervention in school politics. Foresees public schools servicing a broader clientele and increasing their functions to become more sensitive to local interests.

Passow, A. Harry. TOWARD CREATING A MODEL URBAN SCHOOL SYSTEM: A STUDY OF THE WASHINGTON, D.C., PUBLIC SCHOOLS. New York: Teachers College Press, 1968.

Teachers College, Columbia University, undertook a 15-month study of the District of Columbia Public Schools to assess current programs and practices and to make recommendations which, if implemented, would create a model urban school system. The report which is a proposal and a guide for change is based on the findings of eighty-one task force chairman and consultants, ninety-seven graduate assistants and students, and a resident staff of six research assistants. "They visited schools and classes, interviewed students, staffs, parents, community members, and school and community leaders, administered questionnaires and inventories to pupils and staff members, examined pertinent pupil records and other school data, studied reports and records from other agencies, and drew on appropriate data sources wherever they could be found." Data, charts, and tables pertinent to the recommendations are included in the report.

Price, Kingsley. "The Problems of the Culturally Deprived." THE RECORD 69: 123-132; November 1967.

Charges the school with certain responsibilities involving the problems of the culturally deprived. The school is viewed as an active agent in providing curricula for members of the deprived community and is a center for expression of attitudes and cultural heritage.

Ross, Jerrold. "The Relationship of Simple Audiovisual Techniques to the Arts and the Disadvantaged." AUDIOVISUAL INSTRUCTION 13: 44-45; January 1968.

Discusses a program designed to "contribute to the esthetic and artistic growth of its participants, as well as suggestions for new ways of working with children in the intermediate grades." The program involves the use of photography. Presents ways in which participants used their own photographic collection as a means of understanding themselves in an environmental context leading to the study of other subject areas. Concludes by presenting ideas produced by participants for consideration by those in the field of curriculum.

Rudnitsky, C. W. "Concern Is Yours." PENNSYLVANIA SCHOOL JOURNAL 116: 318-319; February 1968.

Discusses the growing numbers of disadvantaged youth and the personal, social, and cultural characteristics that are peculiar to them. Urges teacher preparation institutions to alter their programs to provide training for teachers of the disadvantaged. Further suggests that schools should relate the education of these children to their immediate needs, that secondary schools should introduce a course in dating and marriage, that dropouts should be prepared to face the immediate changes they will experience, and that middle-class values should not be imposed upon disadvantaged youth.

20. Smith, Louis M., and Geoffrey, William. THE COMPLEXITIES OF THE URBAN CLASSROOM. New York: Holt, Rinehart and Winston, Inc., 1968.

Examines the issues involved when a middle-class teacher copes with a class of seventh-graders in a slum school. Suggests a number of new dimensions in teacher behavior and teacher-pupil interaction which can be used to extend a conceptualization of the psychology of teaching. Included in the analysis are considerations of sensationalism and problems of academic ability, mental health, and physical resources.

Stodolsky, Susan S., and Lesser, Gerald. "Learning Patterns in the Disadvantaged." HARVARD EDUCATIONAL REVIEW 37: 546-593; Fall 1967.

Examines the patterns among various mental abilities in six- and seven-year-old children on the premise that social class and ethnic influences differ not only in degree but in kind. Maintains that different kinds of intellectual skills are fostered or hindered in different environments. Reports that at least several mental abilities are organized in ways that are determined culturally.

Thompson, Wanda. "A Selective Bibliography on New Media and the Education of the Culturally Disadvantaged." Washington, D.C.: Educational Media Council, Inc., April 1966. Abstract: ERIC, ED 015-961, UD 004-196.

A bibliography organized around five areas: (a) basic texts and general references on instructional technology, (b) selected works on the culturally disadvantaged, (c) articles and papers on instructional techniques and the education of the disadvantaged, (d) doctoral dissertations with implications for media in educating the disadvantaged, and (e) reports of current research and projects related to the use of educational media in educating this group.

Trotman, C. J. "Language Programs for the Disadvantaged: Critique of a NCTE Task Force Report." PENNSYLVANIA SCHOOL JOURNAL 116: 311-313; February 1968.

Analyzes NCTE report, "Language Programs for the Disadvantaged." On the basis of a detailed examination of the report, the author concludes that the NCTE Task Force which produced the document failed to disseminate adequately information about English programs for the disadvantaged. Further, the taxonomy of the document is not consistent with the NCTE definition of English as a discipline. Concludes that the format of the report conveys to its readers an incomplete picture of English programs for the disadvantaged.

Burrap, Percy E. THE TEACHER AND THE PUBLIC SCHOOL SYSTEM. New York: Harper and Row, 1967.

Suggests that the effective and ethical teacher must know how to act as a professional person and leader outside the classroom as well as inside. For schools to attain their goals, teachers must help to interpret educational policies to the community in proper perspective. As teacher certification programs continue to move to a minimum of five years of college preparation greater stress should be given to the problem of teachers as professional and community leaders. Reviews public education in the United States and the status of federal, state, local partnership in education. States criteria for the ethical relationship between student teachers, cooperating teachers, and supervisors, between teachers and administrators, between teacher and community.

Carson, Robert B., and others. "Teacher Participation in the Community--Role Expectations and Behavior." Unpublished doctoral dissertation. Oregon University, 1967.

A study designed to examine the role of teachers within the school and community. Data secured by means of questionnaires indicate that teachers have not participated extensively in the activities specified by the study. Further, teachers do not believe that their wide participation in such activities is appropriate, nor do they seek powerful decision-making roles in education or community life.

Meierhenry, Wesley C. "Teacher Competencies Project." AUDIO-VISUAL INSTRUCTION 12: 1030-1031; December 1967.

Presents a description of competencies new teachers should possess in theory, in message design (programming) and production of materials, and in operation of equipment. Concludes that in order for the teacher to operate successfully in the modern classroom, he must have frequent and personal encounters with media and experience with design and utilization. It is the responsibility of teacher education institutions to develop such competencies in their students.

Tumin, Melvin. "Teaching in America." CHILDHOOD EDUCATION 44: 347-353; February 1968.

Suggests a general revision of education from the preschool to the college level. Criticizes the pass-fail grading system as a concept implying that school is a competitive race between different kinds of children. Offers four major ingredients for programs of teacher education: (a) a commitment to the equal worth of each child, (b) a desire to learn

22. everything about how to teach, (c) a firm grasp of range, experiences, and materials relevant to various curricular goals, and (d) a commitment to continuing growth.

Media and Technology

American Educational Research Association. "Instructional Materials: Educational Media and Technology." REVIEW OF EDUCATIONAL RESEARCH. Washington, D.C.: 38; April 1968.

Reviews the literature in four basic problem areas in media use rather than proceeding medium by medium: the new field of design methods in the use of media, utilization of information systems, accounting for individual differences in programmed instruction, and the effect of instructional techniques on the planning of learning objectives. Indicates that the background, direction, and implications of recent experimental and semi-experimental investigations in instructional technology point up a pressing need for adequate theoretical structure.

Bellman, Samuel. "The Computer and the College Curriculum." IMPROVING COLLEGE AND UNIVERSITY 16: 53-57; Winter 1968.

States faculty and students alike need orientation to the entire field of computer science. Offers practical suggestions for use of computer facilities in teaching. Presents conclusions about the computer and the academic curriculum. Discusses problems which confront the professor concerned with computer education.

Goodlad, K. "Learning and Teaching in the Future." NATIONAL EDUCATION ASSOCIATION JOURNAL 57: 49-51; February 1968.

Categorizes three eras of instruction. The first, which is already prevalent, is "human-to-human" instruction, utilizing few machines. On the horizon, and rapidly approaching, is the era of "man-machine" interaction, in which computers will come to play a vastly more significant role in education. In the third era the author envisions libraries of computerized microfilm, entirely new concepts regarding the schools' role in culturation, the possibility of alteration of human development and the control of human behavior. Suggests that education will be more concerned with the kinds of human beings it produces than with the question of what knowledge is of most worth.

Jackson, Philip W. THE TEACHER AND THE MACHINE: HORACE MANN LECTURE 1967. Pittsburgh: University of Pittsburgh Press, 1968.

A revision of an essay originally prepared for the Committee for Economic Development in 1966. Argues three points: (a) changes in the teacher's work resulting from growth of educational technology will not be dramatic, (b) educational benefits alleged to accompany technological change will fail to materialize, and (c) mechanistic ideology should not be allowed to permeate our view of the educational process. Concludes that technology and machines may be helpful in the teaching process, but they will not substitute for a firm sense of direction and a commitment to the preservation of human values.

Joyce, Bruce R. THE TEACHER AND HIS STAFF: MAN, MEDIA, AND MACHINES. Washington, D.C.: National Commission of Teacher Education and Professional Standards and Center for the Study of Instruction, 1967.

Presents a model of an organizational system in which teachers and resources are brought together to effect the best possible education for the student. Describes a Direct-Instruction Team, consisting of a team leader, his assistant, two teachers, two interns, and two teacher aides. Details regarding the team's responsibilities and functions are clearly drawn. Shows the utilization which the team makes of various centers in the school. The organizational system includes a Computer Support Center, a Self-Instruction Center, an Inquiry Center, a Materials Creation Center, a Human Relations Center, and a Guidance and Evaluation Center. Describes the three situations from which the child learns, namely, personal inquiry, independent study, and group inquiry.

McConeghy, Gary L. "What Are We Telling Our Teachers?" AUDIO-VISUAL INSTRUCTION 12: 1134; December 1967.

Describes teachers' concerns about the inroads of new educational techniques on their jobs. Editorializes that programmed instruction materials are not a panacea and that the best alternatives are those in which the media and the teacher are combined to produce the best possible learning situation. Cites the need for giving teachers guidelines by which to operate.

Perdew, Phillip W. "Simulation Techniques in Teacher Education." PARTNERSHIP IN TEACHER EDUCATION. Washington, D.C.: American Association of Colleges for Teacher Education, 1968.

Considers simulation techniques as a means of "enriching, supplementing, and replacing inadequate aspects of laboratory experiences." Utilization or expansion of this technique with public schools involves questions of control, finance, and evaluation. Evaluation concerns the quality of improvement in the participants, the selection of experiences and the criteria to be applied to the use of simulation techniques.

Pula, Fred John. "Using Television for Observation of Teaching." IMPROVING COLLEGE AND UNIVERSITY TEACHING 16: 58-59; Winter 1968.

Lists problems associated with direct observation of classroom practice caused by the growing number of student teachers and the expansion of teacher training programs. Reviews studies of experimental work done in use of TV for this purpose and concludes that closed circuit television can be used in place of direct observation of classroom methods for the training of student teachers.

Stolurow, Lawrence M. "Introducing Technological Hardward in Education." EDUCATIONAL LEADERSHIP 25: 765-768; May 1968.

States that technology could provide a way of making more human use of human beings, that it should be an instrument of education, and that just what technology is wanted should be considered prior to sponsoring basic research. There is need to determine acceptability and effectiveness as well as the patterns of use in a variety of schools based on a sample of different teachers.

Professional Organizations

Bruker, Robert M. "Color Me Humble." THE CLEARING HOUSE 42: 33-35; September 1967.

Argues that the National Education Association and the American Federation of Teachers are ineffective because they (a) do not govern themselves, (b) do not establish requirements for admission to the profession, and (c) do not strive to enhance the image of the teaching profession. Teachers should take drastic action to unify members of the teaching profession. All certified teachers should be compelled to join a national teachers organization.

Brinkmeier, Gerald C. U., and Williams, Richard C. INSIDE THE ORGANIZATION TEACHER. Danville, Illinois: Interstate Printers and Publishers, Inc., 1967.

Presents a comprehensive study in the measurement and analysis of differences between members of a "professional association" and a "teacher union."

Dodson, J. M. "Militant Teacher." KENTUCKY SCHOOL JOURNAL 46: 8-9; February 1968.

Explains the reasons for the growing mood of militancy among Kentucky's teachers, but urges that intelligent limitations be placed on "professional aggressiveness" in order to avoid the use of militancy for reasons that are incongruous with professional responsibilities.

Edelfelt, Roy A. "The Role of Professional Organizations in Partnership in Teacher Education." PARTNERSHIP IN TEACHER EDUCATION. Washington, D.C.: American Association of Colleges for Teacher Education, 1968.

Discusses the role of the professional organizations in the teacher education process. Lists questions that state and local professional associations should consider before they can join effectively in a partnership for teacher education. Questions center around professional associations' political influence, negotiation for standards at local and state levels, and organization of membership for action.

Edinger, Lois V. "Challenge of Professionalization." THE HIGH SCHOOL JOURNAL 51: 151-157; January 1968.

Poses the question, "Is teaching a profession or just another job in the public realm?" Claims that the image of the teacher in American society is confused by traditions affecting it and by diversity within the profession. Condemns the policies of the majority of states in which nonprofessional control the state boards which set standards for teaching certificates. Concludes that teachers, both individually and collectively, through professional organizations, must make the decisions which will determine professionalism.

Koontz, Elizabeth D. "Why Are Teachers Militant." THE MARYLAND TEACHER 25: 24-25; October 1967.

States that teachers are militant because they have become sufficiently frustrated and actively dedicated to make positive approaches to obstacles that stand between demands for quality education and the achievement of goals set forth. Gives suggestions to communities, boards of education, educational organizations and administrators for the removal of tension and frustration.

Kupferberg, H. "What Our Teachers Want." ARIZONA TEACHER 56: 6-7; January 1968.

Emphasizes the present militant mood of teachers throughout the country in their desire to secure quality education for children and greater benefits for the teaching profession. Presents the observations of Braulio Alonso, 1967-68 president of the National Education Association, on such issues as higher pay, better working conditions, participation in policy decisions and teacher strikes.

Lambert, Sam M. "NEA and the Real World of Education." JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION 56: 34-36; December 1967.

Believes that the American society can find a way to educate better the children and youth in our cities, to educate effectively its potential delinquents, to redistribute its students to assure quality education for every race and creed, and can keep education growing and improving in the years ahead. Cites the challenging problems of educational bureaucracy, the use of buildings and facilities, teacher militancy, education in big cities, and the federal role in financing education. States that the main role of NEA will be to push for monetary aid to state and local educational authorities.

Phillips, Richard C. "How Does Education Measure Up as a Profession?" THE HIGH SCHOOL JOURNAL 51: 158-164; January 1968.

Examines the structural characteristics indigenous to a profession. Maintains that education has much to accomplish before attaining full-fledged professional status since its lack of autonomy stemming from its peculiar governmental relationship has posed a serious drawback, as has the lack of a professional body which represents all teachers. Claims that until teachers colleges collectively agree to restrict the entrance of new practitioners and raise the level of education of new practitioners, there appears to be little prospect of significant gains on the road to professionalization.

Williams, Richard C. "Teacher Personality Factors as Related to Membership in Teacher Organizations." THE HIGH SCHOOL JOURNAL 51: 165-172; January 1968.

Reports a study of one organizational component, i.e., the personality characteristics of teachers who are members of the Twin Cities metropolitan area chapters of the two major teacher organizations in Minnesota, the Minnesota Education Association (MEA) and the Minnesota Federation of Teachers (MFT). The instrument used in the study was developed by a factor analytic technique and measured 16 personality characteristics. Includes a summary of findings.

General Developments in Education

Beck, Carleton E.; Bunier, Normand R.; MacDonald, James B.; Walton, Thomas W.; and Willers, Jack C. EDUCATION FOR RELEVANCE--THE SCHOOLS AND SOCIAL CHANGE. Boston: Houghton Mifflin Co., 1968.

Synthesizes the ideas and insights of a team of scholars into a single volume prepared for the graduate or undergraduate student in education. Essays are arranged under the broad areas of (a) historical perspectives, (b) education in a changing world, (c) the school in American society, and (d) education for relevance.

Drake, William E. INTELLECTUAL FOUNDATIONS OF MODERN EDUCATION. Columbus, Ohio: Charles E. Merrill Books, Inc., 1967.

Presents a theory of modern education including (a) a primary emphasis on the nature of man, (b) an interdisciplinary approach to the problem of meaning and value, and (c) a concept of evolution adequate to encompass the nature of man as a human being and as a product of a material universe.

Elam, Stanley, and McLure, William P., editors. EDUCATIONAL REQUIREMENTS FOR THE 1970'S. New York: Frederick A. Praeger, 1967.

Papers by four economists, a cultural anthropologist and a social psychologist range widely over economic and social factors influencing demands upon education by business and government and demands for education by youth and adults. Considerable variation and some conflict in estimates of forces acting on education and assessment of concepts of planning for educational improvement emerge in discussions following each paper. The involvement of education in economic and social development is shown from the standpoints of coping with social marginality, employment patterns, manpower needs, economic productivity, and national policy formation. A consensus appears around the notion that administrators and educators tend to be insulated from the complexities of the modern world, to retreat from the size of the demand for planning, restructuring, and continuous adaptation at all educational levels, and to feel threatened with loss of control. New instructional technology is touched on in relation to on-the-job training and the need for intermediate technical training programs but is regarded as an adjunct in general education of which sophisticated use could free the irreplaceable fine teacher to lift the level of her work.

Fields, Morey R., editor. ENCOUNTERS WITH REALITY. New York: Center for Applied Research in Education, 1967.

Suggests the contemporary encounter with reality that should take place in education. Each chapter reflects an author's idea of a central contemporary problem with the explicit message that teachers must have a profound understanding of these great concerns if their students are to "sense something live and pulsating in their schools and to derive meaning from their studies." Issues of concern are (a) social reconstruction, (b) the role of the urban university, (c) the unprecedented development in technology, (d) the relation of educational policy to new anti-poverty ideology, (e) methods of evaluating the cognitive ability of the deprived child, and (f) the effects of the changing nature of occupational opportunity. Final chapter deals with an analysis and description of the role of the school counselor a decade from now in alleviating and providing for the possible changes in human development that may occur.

Gezi, K. I., and Myers, J. E. TEACHING IN THE AMERICAN CULTURE. New York: Holt, Rinehart and Winston, 1968.

A collection of descriptive, research, and anecdotal articles dealing with historical, socio-anthropological, and cross-cultural perspectives on teaching. The second portion of the text considers a number of crucial issues in teaching, some important innovations in American education, and an appraisal of progressive education.

Goddu, Roland. "The Teacher in Private Practice." THE RECORD 69: 649-654; April 1968.

Proposes a new structure of education, one in which the setting is controlled exclusively by the learner and teacher. The notion of a teacher engaged in private practice offering contractual services for his teaching skills is predicated on a new conceptualization of teaching. Radical re-organization of the educational structure is a necessity for the implementation of this model.

Gordon, Ira J., editor. "Criteria for Theories of Instruction." Washington, D.C.: Association for Supervision and Curriculum Development, National Education Association, 1968.

A detailed consideration of the concept of a theory of instruction. Offers criteria for evaluating the formal properties of theories of instruction and discusses the functions of an instructional theory.

Goulet, Richard R., editor. EDUCATIONAL CHANGE, THE REALITY AND THE PROMISE. New York: Citation Press, 1968.

Presents a panorama of views and concerns about needs for change and ways of achieving change drawn from tapes of discussions involving 1000 educators gathered to report on innovative ideas and moves. A common thread was the intent to improve the relevance and timeliness of education with specific reference to children from minority groups, young children, educational resources in rural and sparsely populated areas, and the adaptation of instruction to different paces of learning. Contributions are organized around five crucial educational concerns: the goals of change, teachers' roles in innovation, teacher training, utilization of students' existing knowledge, and organizing to use technological systems and media.

Hayes, Dale K. "Professional Educators: Policy Makers or Technicians?" EDUCATIONAL LEADERSHIP 25: 725-729; May 1968.

Deals with the dilemma presented because technology has both positive and negative values for education. Use should be directly related to carefully defined program objectives and should be manageable and understood by the professional.

Hirsch, Werner Z., and Colleagues. INVENTING EDUCATION FOR THE FUTURE. San Francisco: Chandler Publishing Co., 1967.

Discusses the key ideas generated by the 1965-66 Educational Innovations Seminar, conducted under the auspices of the Institute of Government and Public Affairs at U.C.L.A. to provide an opportunity for bringing the knowledge and experience of academic and professional disciplines to bear on the problems of education. The text focuses upon educational goals, practices and technology and suggests approaches to educational planning.

30. Karier, Clarence J. MAN, SOCIETY AND EDUCATION. Glenview, Illinois: Scott, Foresman and Co., 1967.

Focuses on a view of the history of education from concepts of human nature and community. Although beginning portions of the text are devoted to educational history prior to 1865, subsequent chapters focus on a view of the religious, social, political and pedagogical thoughts of the period between 1865 and 1965. Concepts of the rational, the empirical, the classical esthetic, the mystic, and the romantic bases of truth are used to analyze educational thought. Supports the notion that behind much of the discord in twentieth century American education lies not only conflicting concepts of human nature but also conflicting bases for truth.

Lantz, Everett. "Education as a Profession." PEABODY JOURNAL OF EDUCATION 45: 218-219; January 1968.

Refutes the idea that there is something inferior about the field of education. Points out historical accomplishments and questions why a negative attitude exists. Suggests that three areas might be explored for this answer: (a) educators themselves may not enthusiastically and confidently believe in the worth of their work; (b) perhaps if education functioned as a science it would be respected as a science; and lastly, (c) educational practice should reflect its own research rather than ignoring this contribution to gain acceptance from other fields.

Largent, F. D. "New Dollars for New Teachers: Education Professions Development Act." CALIFORNIA TEACHERS ASSOCIATION JOURNAL 64: 40; March 1968.

Outlines the major provisions of the Education Professions Development Act designed to improve the quality of teaching and to alleviate the shortage of trained personnel. This legislation extends the Teacher Corps for an additional three years through June 1971 and maintains local control of the members of the Corps. In addition, it provides funds for attracting qualified persons to the profession; for training personnel in such areas as guidance, school social work, remedial speech and reading, and educational media; for training higher education personnel. A significant aspect of the act is the fact that it emphasizes the local control of education.

Logan, Lillian M., and Logan, Virgil G. A DYNAMIC APPROACH TO LANGUAGE ARTS. New York: McGraw-Hill Co. of Canada Limited, 1967.

Utilizes research on the nature of the development of the child, the role of creativity in language expression, the sequence in which the child develops linguistic skills, the role of skills, the concept of readiness as an integral part of the environment, and a spiral curriculum organization.

McNaughton, Anthony H.; Waller, Norman E.; Ho, Shu Kie; and Crawford, William R. "The Use of Teaching Modules to Study High Level Thinking in the Social Studies." THE JOURNAL OF TEACHER EDUCATION 18: 495-502; Winter 1967.

Discusses one of the important elements in the work of the Curriculum Development Project at San Francisco State College, the theory that the development of cognitive skills in social studies can be accelerated through a systematic arrangement of children's learning experiences. Describes how an experimental group of teachers were trained to develop high-level thought in their classes through a sequence of three activities involving listing, grouping items of experience into categories, generalizing from data, and applying principles in new situations.

Meranto, P. THE POLITICS OF FEDERAL AID TO EDUCATION IN 1965. Syracuse, New York: Syracuse University Press, 1967.

Examines the political forces which were influential in the passage of the 1965 Education Act. Isolates the factors that effectively prevented earlier passage of such federal legislation to aid education and identifies the social and political changes that led to its final enactment.

Minter, John W., editor. Ninth Annual College and University Self-Study Institute. THE INDIVIDUAL AND THE SYSTEM. Boulder, Colorado: Western Interstate Commission for Higher Education, November 1967.

Includes eight papers embracing differing and conflicting viewpoints concerning higher education. Each paper, however, focuses upon the central concern of making higher education more relevant and personal.

Morphet, Edgar L., and Ryan, Charles O. "Designing Education for the Future. No. 3." PLANNING AND EFFECTING NEEDED CHANGES IN EDUCATION. New York: Citation Press, 1967.

Attempts to identify the needed changes in future education and examines the means and processes of bringing about change. The problems, strategies, and plans necessary for initiating change are considered.

Morphet, Edgar L., and Jesser, David L. "Designing Education for the Future: No. 4." COOPERATIVE PLANNING FOR EDUCATION IN 1980. New York: Citation Press, 1968.

Supplements three previous conference reports of the Eight-state Project, "Designing Education for the Future," launched in 1965 and supported by the United States Office of Education. Discusses four major areas of concern: (a) the future in the present: planning for improvements in education, (b) the approaching content and emerging challenges to education, (c) the relationships of planning and change, design, decision, and action, and (d) the problems, procedures and priorities to be considered in designing education for the future.

National Education Association, Center for the Study of Instruction. RATIONAL PLANNING IN CURRICULUM AND INSTRUCTION: EIGHT ESSAYS. Washington, D.C.: the Association, 1967.

Discusses guidelines for innovation in curriculum and instruction. Writers address themselves to educational reform, the aims of American education, and the concept of change. A summary paragraph precedes each essay.

Richmond, W. Kenneth. THE TEACHING REVOLUTION. London: Methuen and Co. Ltd., 1967.

Considers the need for a strategy of educational reform in the light of the impetus from technology and other explosions in education, population growth, and human aspirations and expectations. Discusses changing concepts of educability, team teaching, mathematics, teaching of science, writing and linguistics, and multi-media communication systems. Outlines suggestions for a new pedagogy and appends a structure and sequence in curriculum planning.

Schrag, Peter. "A New Standard of Accomplishment." WILSON LIBRARY BULLETIN 42: 582-586; February 1968.

Discusses the new consciousness of the crucial place of education in today's society. Views awareness of major trends, problems, and implications for education. Discusses developments toward new curricula and the movement toward "Equality of Educational Opportunity." Suggests that the test of this society "will lie in the extent to which it can define its progress in terms that include the lives of its less fortunate citizens."

Skinner, B. F. THE TECHNOLOGY OF TEACHING. New York: Appleton-Century-Crofts, 1968.

Presents papers previously published or presented on the etymology of teaching, the science of learning and the art of teaching, teaching machines, the technology of teaching, why teachers fail, teaching thinking, the motivation of the student, the creative student; discipline, ethical behavior, and self-control; a review of teaching, and the behavior of the establishment. Includes a list of 65 references.

Smith, Mortimer. "Pseudo-innovation." SOUTHERN EDUCATION REPORT, III; October 1967.

Criticizes current attempts at innovation in teaching as gimmicks and re-runs of old ideas in order to attract foundation and government money. Suggests that genuine innovations in the areas of reading instruction and teacher preparation need widespread development calculated to produce fundamental changes. States that genuine innovations will be accomplished if children are made literate and provided with liberally educated and imaginative teachers.

Stoutamire, Albert L. "Change, Persistence and a New Curriculum." MUSIC EDUCATORS JOURNAL 54: 63-65; January 1968.

Contends that designers of new curricula in music education must take into account certain sociological circumstances of the school, the students and the teachers. Those factors influencing curriculum innovation are (a) the cautious acceptance by educators of new ideas and procedures, (b) the adolescent's search for independence and peer approval, (c) the cultural background of students, (d) the socio-economic status of the teacher, and (e) the interest, motivation and preparation of the teacher. New curricula guides should include information concerning the selection, organization and presentation of subject matter.

Thomas, Maurice J. PRESIDENTIAL STATEMENTS ON EDUCATION: EXCERPTS FROM INAUGURAL AND STATE OF THE UNION MESSAGES 1789-1967. Pittsburgh: University of Pittsburgh Press, 1967.

Introduces the excerpts from inaugural and state of the union messages of the presidents from George Washington to Lyndon B. Johnson. Gives credit to the first six presidents for our country's commitment to education stating that their insight was great and gave direction to those who came later. Notes failure of presidents to mention education in their messages. Summarizes the history of national leadership and federal involvement in education.

Tyler, Ralph W.; Gagne, Robert M.; and Scriven, Michael. PERSPECTIVES OF CURRICULUM EVALUATION. Chicago: Rand McNally, 1967.

Stresses that far too little attention is paid to curriculum evaluation. Believes that "the accelerating development of research in the area of educational evaluation has created a collection of concepts, facts, generalizations, and research instruments and methods that represent many inconsistencies and contradictions because new problems, new conditions, and new assumptions are introduced without reviewing the changes they create in the relevance and logic of the older structure." Confusion can be alleviated by clear concept statements in curricula and knowledge of methodological approaches available. Gagne proposes that curricula be presented in a hierarchy of content units. Using this design, the determination of sequence can be empirically tested.

Ulich, Robert, editor. EDUCATION AND THE IDEA OF MANKIND. Chicago: The University of Chicago Press, 1964.

Presents a series of essays prepared under the auspices of the Council for the Study of Mankind. The essays, some of a theoretical nature, others of a practical nature, focus upon the notion that education should be aimed at something more profound than the acquisition of knowledge. Education should be a mutual fertilization between knowledge, self knowledge, and understanding of humanity. Contributing authors include: Robert Ulich, John R. Seeley, George N. Shuster, Barbara Biber, John I. Goodlad, Earl S. Johnson, Horace M. Kallen, Paul F. Brandwein, Anne Roe and Van Meter Ames.

Vaizey, J. E. EDUCATION IN THE MODERN WORLD. New York: McGraw Hill, Inc., 1967.

Examines reasons for the entire process of change in education and identifies some of the basic trends that are taking place. Points to the intimate relationship between the content of education and a country's social and economic environment. Contends that attainment and ability are basically social concepts.

Weinstack, Henry R. "Students in Liberal and Professional Fields of Study." JOURNAL OF GENERAL EDUCATION 19: 147-156; July 1967.

Discusses the criticism made against "liberal arts" education and "professional" education. Shows through numerous quotes that the terms are generally undefined and that there is little reliable evidence to support the claims made for either side. Some claim that a liberal arts education "is part of the tradition of the enlightment and age of reason," others claim that only the poorest intellectual students seek a liberal arts education. The author poses the following questions: (a) Can criteria for the classification of professional and liberal fields be prepared? (b) Are the students distinctly different in each field? (c) Can accurate information about the fields be employed to counter criticisms of an unsubstantiated nature?

Wenstrand, Thomas, and Abler, Lawrence. "A Role for Aesthetics in the Teaching Process." THE JOURNAL OF TEACHER EDUCATION 18: 455-462; Winter 1967.

Maintains that education which has been called a science and an art as well ought to be re-evaluated in the light of a possible relationship with aesthetics. Contends that what is needed to augment the science of teaching is the introduction of a humanistic dimension via aesthetics, making use of such factors as heuristic methods, imagination, and metaphorical processes. Asserts that since the field of aesthetics best presents nondiscursive materials, college humanities courses based on aesthetics would seem to have a place in teacher education.

White, Mary Alice, and Boehm, Ann. "The Pupil vs. the Scholar." THE RECORD 69: 379-383; January 1968.

Sees a need for curriculum developers to take into account the pupil's conception of what is important to learn. Suggests that scholars and pupils have different goals of inquiry and different strategies for attaining their goals. Scholars are interested in the economy with which particular principles and theories organize relevant information, and the uses of particular methodology for producing new knowledge or developing new data. Pupils determine what is important to learn by assessing (a) how often the knowledge will be demanded, (b) how important it will be in the teacher's evaluation, (c) the usefulness of the knowledge in a higher grade or in later life, (d) how efficient it is, and (e) how the knowledge stands apart from other bodies of knowledge. Advocates a translation of the scholar's orientation into an orientation appropriate for pupils.

Arnstine, David G. PHILOSOPHY OF EDUCATION: LEARNING AND SCHOOLING. New York: Harper and Row, 1967.

Intertwines theory and practice in the treatment of educational psychology, philosophy, principles, and methods. Presents elements which constitute the processes of teaching and learning.

Broudy, Harry S. PHILOSOPHY OF EDUCATION: AN ORGANIZATION OF TOPICS AND SELECTED SOURCES. Urbana: University of Illinois Press, 1967.

Discusses topics and materials that "exhibit the center of a field of study called Philosophy of Education." Examines the rationale and the procedures used to identify and classify literature in the field. Major classifications include: Philosophical Background, Nature and Aims of Education, Curriculum Design and Evaluation, Organization and Policy, Teaching and Learning, Educational Research and the Science of Education, and Philosophy of Education as a Subject.

Clark, Donald H. THE PSYCHOLOGY OF EDUCATION. New York: Free Press, 1967.

Surveys recent research findings including commentary on persistently controversial issues in educational psychology. Special emphasis is placed on the significance of issues for teachers in today's schools. Provides selections on such topics as (a) educating the disadvantaged, (b) intelligence, (c) creativity, (d) emotional resources, (e) grouping, (f) learning, (g) reading, and (h) teaching.

Connell, William, and others. READINGS IN THE FOUNDATIONS OF EDUCATION. Chicago: Rank McNally and Co., 1967.

Contains excerpts from books and articles dealing with basic issues in education. Includes material from Australia, Britain, New Zealand, and the North American Continent.

Elkind, David. "Piaget and Montessori." HARVARD EDUCATIONAL REVIEW 37: 535-545; Fall 1967.

Describes and illustrates with research data three original ideas about child thought and behavior which Piaget and Montessori share in common: (a) nature and nurture interact in a dual way, (b) capacity sets the limits for learning and capacity changes at its own rate and according to its own time schedule, and (c) repetitive behavior is the external manifestation of cognitive growth, expressing need to act.

Fields, Morey R. FRONTIERS IN EDUCATION. New York: the Center for Applied Research and Education, Inc., 1967.

Presents a psychological orientation to ideas ranging from the theoretical to the applied. Chapters represent original research with educational applications. B. R. Begelski hypothesizes that "learning is an automatic, chancey thing, and it takes time for chance to function." Jerome Kogan discusses the possibility of determining one or two critical biologically based disposisions that effect learning. N. L. Gage presents a concept of teaching in terms of construct validation, decision theory, moderator variables, cultural differentials, and the relation of long term stability to validity. Leonard S. Blackman advances the idea of an amalgamation of psychology, education and computer science. Wilbert W. Lewis analyzes the education of the emotionally disturbed. Rosa A. Hogin concentrates on the child with special learning problems. Final chapter is a summary statement by Merrill T. Hollinshead on special education.

Flapan, Dorothy. CHILDREN'S UNDERSTANDING OF SOCIAL INTERACTION. New York: Teachers College Press, 1968.

Reports a study to investigate the ability of children to describe and make inferences about feelings, thoughts, and intentions that occur in interpersonal relationships and their ability to account for sequences of behavior that occur. Concludes that the most obvious increases in development occur during the interval from six to nine years and that this period is an important transitional phase in the developmental aspects studied.

Formanek, Ruth, and Morine, Greta. "Categorizing in Young Children: Two Views." THE RECORD 69: 409-420; February 1968.

Presents a project designed to investigate (a) how children categorize objects, (b) what apparent criteria are used for categorization, and (c) what materials appeal to children of different ages. Each child's performance is filmed and studied to determine (a) if a child's performance is consistent over several tasks, (b) if a "set" is established in the approach to categorization, (c) if the child's performance fits into a particular stage of cognitive development, (d) if aspects of categorizing performance can be explained by cognitive style, and (e) if aspects of performance can be explained as a talent for design or creativity. Suggests that classroom teachers need information regarding pupils' level of categorizing ability and the effect of different kinds of materials on the categorizing process.

Kuethe, J. L. THE TEACHING-LEARNING PROCESS. New York: Scott, Foresman Co., 1967.

Provides an in-depth examination of such essential concepts of educational psychology as reinforcement, retention and forgetting, and transfer of learning. Emphasis is placed on the individual student, his attitudes and motivations. Finally, specific teaching methods are examined, and consideration is given to traditional and specialized techniques, to choosing teaching methods and to styles of learning.

Lindgren, Henry Clay, editor. READINGS IN EDUCATIONAL PSYCHOLOGY. New York: John Wiley and Sons, Inc., 1968.

Presents readings in educational psychology dealing with theory, opinion, research techniques and findings, comments, and methods. Includes contributions by educational, clinical, social, developmental, industrial, and counseling fields, as well as sociologists, psychiatrists, and a biologist.

Linton, Thomas E., and Nelson, Jack L. PATTERNS OF POWER: SOCIAL FOUNDATIONS OF EDUCATION. New York: Pitman, 1968.

A detailed and comprehensive social foundations text designed to provide the student with an introduction to the major social, cultural and economic forces that extend a direct influence upon our educational system. Presents articles by experts and writers of prominence and skill relating to five major areas: (a) the school as an institution of the culture; (b) poverty, deprivation, and social class and their impact on education; (c) dissent and agreement in society and education; (d) education in a metropolitan society; and (e) teaching as a social and professional vocation. Articles presented focus on current problems and consider areas for exploration for now and in the future. Concludes with a useful bibliographic essay which provides a suggested list of supplementary readings which sample a wide variety of available materials on school and society. Bibliographic information is grouped according to major areas for the purpose of ready identification and reference.

Lunstrum, John. "Anthropology: Preservice Teacher Education and Certification." SOCIAL EDUCATION 32: 135-141; February 1968.

States that "anthropology is a synthesizing field of knowledge that links the social sciences with the humanities and the biological sciences" but its role in teacher education is minimal in most institutions. Considering its synthesizing role it should receive more emphasis. Methods are proposed for making innovations in teacher education programs, in state certification requirements, and in textbook publications.

MacGinitie, Walter H., and Ball, Samuel. READINGS IN PSYCHOLOGICAL FOUNDATIONS OF EDUCATION. New York: McGraw-Hill Book Company, 1968.

Provides a selection of articles on educational psychology organized around three major classifications: (a) learning, (b) measurement in education, and (c) the learner. Three criteria were used for selecting articles for inclusion in the book: the ease with which college students could comprehend the material, the relevance of the material to education, and the value of the material as a focus for student discussions. Commentaries preceding each article provide explanations about technicalities and raise questions for the reader's consideration.

Nicholson, Clara K. ANTHROPOLOGY AND EDUCATION. Columbus, Ohio: Charles E. Merrill Books, 1968.

Designed to give those interested in professional education an overview of anthropological aspects relevant to the education field. Presents historical background necessary to understand the conceptual framework of anthropology, and the structural divisions, each with its own methodology, existing in the different branches of anthropology. Gives a comparative study of factors involved in the culturalization of the young in our society. The key topics of concern are (a) Who presents cultural behavior? (b) Who learns cultural behavior? and (c) What is learned? Major theme suggests that teachers must present consistent behavioral patterns to increase the behavioral experiences that the young have together. The more behavior that can be presented in common, "the more effectively the young will be able to adjust to their environment and to each other for the rest of their lives."

Ontario Institute for Studies in Education. PHILOSOPHY AND EDUCATION. New York: Teachers College Press, 1967.

Reports presentations by five philosophers of education, each followed by an analytical commentary. Richard Peters analyzes the common use of education in order to suggest criteria which distinguish it. Philip Smith discusses various approaches to the study of teaching and learning, emphasizing the fundamentally normative character of these processes. Harry Broudy makes a distinction between general life-outcomes in terms of curriculum and schooling. M. J. Langeveld suggests criteria for what is valuable through a pre-philosophical description of the education phenomenon. Philip Phenix deals with the basic value concept of integration of the self, of one's view of life, of knowledge, of society.

Ozmon, Howard. CHALLENGING IDEAS IN EDUCATION. Minneapolis: Burgess Pub. Co., 1967.

Contains essays dealing with religion, segregation, peace, sex, communism, and other crucial and controversial issues facing present-day educators. Presents problems and possible solutions. Arranges issues under five main headings: Philosophy and Religion in Education, Purpose and Evaluation in Education, Curriculum and Instruction in Education, Science and Technology in Education, and Education and Utopia.

Paulsen, F. Robert, editor. CONTEMPORARY ISSUES IN AMERICAN EDUCATION. Tucson: University of Arizona Press, 1967.

An anthology of papers presented as a lecture series sponsored by the College of Education, University of Arizona. No single theme is represented, although each paper states a point of view related to an important issue confronting American education today.

Peel, E. A. THE PSYCHOLOGICAL BASIS OF EDUCATION. New York: Philosophical Library, 1967.

A textbook for use in pre-service courses and by practicing teachers. Oriented toward problems of development, learning, and what the teacher can do to promote change, the text covers the usual topics of the conditions needed for simple learning, complex ideational learning, the role of insight, the function of motivation, discipline, programmed learning, intelligence, individual differences.

Siegel, Laurence, editor. INSTRUCTION, SOME CONTEMPORARY VIEWPOINTS. San Francisco: the Chandler Publishing Company, 1967.

A collection of readings displaying a range of theoretical positions concerning instruction held by pshchologists. Papers are organized around two foci for instructional theory: (a) the teacher and teaching, and (b) the learner and learning. In formulating theories of instruction, Rogers, Woodruff, and Biddle and Adams focus upon the teaching process. Learning theory is the base for the developmental theories of instruction presented by Erickson, Ausubel, and Jahnke. Siegel and Siegel and Gagne provide integrative formulas for instructional theory by placing equal emphasis on the behavior of teachers and learners.

Selakovich, Daniel. THE SCHOOLS AND AMERICAN SOCIETY. Waltham, Mass.: Blaisdell Publishing Company, 1967.

Demonstrates how personal, community, and national values affect and are affected by education and schooling. Deals with three major questions: (a) How does society impose its values on the schools? (b) How are schools organized to teach these values? and (c) Can the schools change the values of society? Concludes that schools may not be able to change society in any deliberate way, but they will probably continue to function in a manner which facilitates change.

Sexton, Patricia C. THE AMERICAN SCHOOL. New York: Prentice-Hall, Inc., 1967.

Views the problems of American schools in terms of the power structure of the educational system and influential societal forces. Comparisons are made with other large-scale organizational structures and means of improving school performance are suggested.

Sexton, Patricia C., editor. READINGS ON THE SCHOOL IN SOCIETY. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1967.

Offers a sociological view of the educational structure. Components of the relationship of school and society are examined and presented in various essays written by concerned educators and sociologists.

Snyder, Helen I. CONTEMPORARY EDUCATIONAL PSYCHOLOGY. New York: John Wiley and Sons, Inc., 1968.

Approaches educational psychology through a thorough presentation of mathematical learning theories and computer simulation. Emphasis is on the tools of educational psychology.

Stenhouse, Lawrence. CULTURE AND EDUCATION. New York: Weybright and Talley, 1967.

Argues that education must generate and transmit a culture which is relevant to the lives of the majority. Examines educational practices in elementary schools, secondary schools, and colleges, including teacher education institutions. The central concerns of the examination focus on the role of the teacher, the curriculum and teaching methods. Suggests that an analysis of the teaching process and the development of a more vigorous system for evaluating teaching are the fundamental tasks of educational theory.

Stephens, John M. THE PROCESS OF SCHOOLING: A PSYCHOLOGICAL EXAMINATION. New York: Holt, Rinehart and Winston, 1967.

Presents a theory of spontaneous schooling and subjects this theory to sociological speculations and psychological analysis. Discusses implications and elaborations of (a) the effective teacher, (b) the school's success with different tasks, (c) some salutary ironies and the consolations they provide, (d) a prescription for realization, and (e) an assessment of the theory.

Venable, Tom C. PHILOSOPHICAL FOUNDATIONS OF THE CURRICULUM. Chicago: Rand McNally and Company, 1967.

Examines the curriculum in terms of its four essential parts: learner, subject matter, process of learning, and teaching agency. Presents a range of philosophies for each part of the curriculum. Illustrates, through many examples, the strengths and weaknesses of each philosophy.

Watson, Goodwin, editor. CHANGE IN SCHOOL SYSTEMS. Washington, D.C.: Cooperative Project for Educational Development, National Training Laboratories of the National Education Association, 1967.

Applies general concepts of social system change to school. Describes ways in which schools act as socializing agents, as developing organizations, and as change-seeking systems capable of utilizing various strategic and research methods for self-renewal. Identifies areas in which change models and change agents could be utilized to affect several kinds of social-intellectual isolation of teachers and school staffs.

Wirth, Arthur G. "The Deweyan Tradition Revisited." THE RECORD 69: 263-269; December 1967.

Claims that important aspects of Dewey's point of view continue to be relevant to American culture and to American education. Three major aims of Dewey's school: (a) providing students with a mode for understanding the evolution in human experience, (b) developing attitudes and skills of the experimental mood and method, and (c) learning to weigh the consequences of change in terms of its harm or support for humane values, suggest implications for pedagogical theory. Appropriate pedagogical theory should endorse the placement of youth in some meaningful relation to the out-of-school community. At the present time we need to develop programs which serve to advance the nature of theoretical and conceptual studies.

American Association of Colleges for Teacher Education. PROFESSIONAL TEACHER EDUCATION. Washington, D.C.: the Association, 1968.

Reports in depth the work and results of the Teacher Education and Media (TEAM) Project, 1963-1965. Focus of the project is to offer a manner of reconstructing the objectives and programs of teacher education and the reliance upon media as a strengthening agent in the new program. Various systems of analysis are examined for their relevancy. A model based on a new conceptual framework for teacher education is presented.

Arnez, N. L. "Unique Teacher Education Program." IMPROVING COLLEGE AND UNIVERSITY TEACHING 16: 150-152; Spring 1968.

Discusses a cultural approach curriculum developed at Northeastern Illinois State College to enable teachers to put their fears and prejudices in balance with realities of human differences and similarities. Argues that the concentration on the cultural patterns of selected minority groups is based on the belief that all races have a contribution to make to society for all have the potential for learning and none is superior to any other.

Cohen, Audrey C. "The College for Human Services." THE RECORD 69: 665-681; April 1968.

Advocates a two-year program for career minded women of ghetto areas. The work of the Women's Talent Corps is cited.

Dady, Milan B. "Two-Year Program for Auxiliary School Personnel." THE JOURNAL OF TEACHER EDUCATION 19: 263-264; Summer 1968.

Describes the Morehead State University project for auxiliary school personnel which provides for career development, assuring stability of employment and opportunity for advancement through experience and additional training. An auxiliary may enter at any level in the career ladder, depending on his previous training and experience. He may cease training at the level at which he feels most comfortable. Five steps of the career ladder are the aide, the teacher assistant, the teacher associate, the student teacher or teacher intern, and the fully certified teacher.

Lane, R. U. "Teacher Education." ILLINOIS SCHOOL JOURNAL 47: 195-196; Fall 1967.

Describes a multitrack approach to teacher education programs as a means of accommodating the varying degrees of commitment that students have toward the teaching profession. Since most candidates do not have teaching experience until late in their preparation period, many of them cannot transfer to another program if they realize that teaching is not the profession to which they wish to dedicate themselves. The program proposed by L. O. Andrews of Ohio State University introduces teaching experience early in the junior year. Students who display deep commitment may be encouraged to enter a five-year program for master teachers while others may take a four-year program. Such a plan would permit students who are disenchanted with teaching as a career to enter another degree program.

Leinwand, Gerald. "Some Queries on the Education of Teachers." THE JOURNAL OF TEACHER EDUCATION 19: 139-144; Summer 1968.

Describes the Intensive Teacher Training Program (ITTP) undertaken by the School of Education of the City College of New York and the New York City Board of Education designed to meet an emergency teacher shortage. Asks the following questions which grew out of the program: What is the best age at which to prepare teachers? Are the things teachers want most to know teachable? Is the preselection of teachers more important than their preparation? Is the pattern utilized in the ITTP the pattern of teacher education in the future? Should an intensive program of teacher education be held each summer?

McPhie, Walter E. "Michey Mouse and Teacher Education." THE JOURNAL OF TEACHER EDUCATION 18: 321-324; Fall 1967.

Proposes a teacher preparation program to eliminate the dissatisfaction frequently expressed by students regarding the impracticality of education courses. The author suggests that the problem is partially due to faulty timing in presenting such courses, and the consequent lack of student readiness to profit from them. Since the importance of studying education as a discipline tends to become more apparent after one has actually engaged in the teaching function, it is suggested that students be placed in schools from the very start of their education studies. Assigned to "a year-long half-day, intern-type program," their day could be divided between a closely supervised assignment in a school and correlated seminars. Such a plan would provide students with a solid preparation for teaching and make them more receptive to courses required in their educational programs.

Mink, Oscar G. "Educating the Professional--Some Issues." THE JOURNAL OF TEACHER EDUCATION 19: 201-209; Summer 1968.

States that theory and practical experiences in teacher education need to fulfill three primary functions: (a) immediately useful concepts, (b) long-range cognitive and conative support of the professional role, and (c) opportunities for the new teacher's exploration of reactions to conflictive and dissonance-producing situations so as to develop ability in problem solving and a spirit of inquiry.

Towe, W. T. "Changing Employment Relations in Public Schools and in Teacher Education." TEACHERS COLLEGE JOURNAL 39: 26-30; October 1967.

Suggests a program for preparing teachers to face the radical changes taking place in public school employment relations. The ramifications of recent teacher militancy in the area of professional negotiations cannot be overlooked in teacher preparation programs. Suggests a three class-hour program which would prepare students for study and discussion of urgent problems. Students should study the legal situation that exists in various states and engage in role-playing situations in which the prospective teachers would gain experience in wrestling with negotiation issues.

Will, Richard Y. "Education of the Teacher as a Person." THE JOURNAL OF TEACHER EDUCATION 18: 471-475; Winter 1967.

Believes that the identification and realization of the affective goals of teacher education have been neglected. Maintains that experience conducive to developing personal qualities in prospective teachers must be made a more vital part of the teacher education curriculum.

CONTENT AND STRUCTURE

Alexander, William M., and Hines, Vince, A. INDEPENDENT STUDY IN SECONDARY SCHOOLS. New York: Holt, Rinehart, and Winston, Inc., 1967.

Gives a generally favorable report on programs for independent study in high schools. Finds that social studies, English and science, out of 12 curriculum areas having independent study programs, were those having the largest number of students and teachers participating, and that the number and comprehensiveness of independent study offerings varied. Reviews concepts and sources of independent study plans, illustrates and classifies types of plans and associated practices, describes various approaches to introducing and evaluating such plans, reviews existing opinions and conclusions concerning the values of independent study, and indicates questions needing research.

Alilunas, L. J. "Myths and Methods." NEW YORK STATE EDUCATION 55: 40-41; January 1968.

Deplores the lack of clear, constructive thinking relative to the importance of professional education courses in teacher preparation programs. Articles in popular magazines, misinterpretation of appeals for reform of courses in pedagogy, and insensitivity to the latest trends in research contribute to a lack of objective criticism of "pedagogy." Urges an intelligent attempt to reform the academic and pedagogical areas rather than to abolish them.

Barkan, Manuel. "The Challenge and Adventure of Change: Currents in Art Education." THE RECORD 69: 355-360; January 1968.

Claims that the task of recreating education in art into a major force in aesthetic education required the partnership of university, public school faculties and the United States Office of Education. University faculties should engage in major reconstruction of teacher education programs so that prospective art teachers are prepared to teach children to see and understand art, not only to create art. Research efforts should be increased to generate and refine the knowledge necessary for developing and assessing the effects of instructional innovations. Art instructional resources in the public schools should be increased so that their effects may be evidenced in the behavior of students.

Barber, W. G. "Joint Venture in Economic Education." TEXAS OUTLOOK 51: 28-29; December 1967.

Describes a joint venture by the University of Texas at El Paso and the El Paso schools to improve both the quantity and the quality of economic content in the prevailing social studies curriculum. After attending seminars designed to develop economics materials and methodology, teachers implemented the newly developed course in a summer school program. The results were later reviewed.

Beckner, Weldon, and Dumas, Wayne, editors. READINGS IN SECONDARY EDUCATION: A FOUNDATIONS APPROACH. Scranton, Pa.: International Textbook Company, 1968.

Correlates with the textbook, Introduction to Secondary Education: A Foundations Approach, by the editors cited above. Keys the readings to subjects and expedites their use as supplementary materials by providing a subject index to assist in the selection of readings related to the various topics. Deals with history, philosophy, social dynamics, adolescent growth and development, and the psychology of learning, and also with secondary school practice and procedures.

Bishop, William E. "Successful Teachers of the Gifted." EXCEPTIONAL CHILDREN 34: 317-325; January 1968.

Reports a study undertaken to answer the basic research question: "What characterizes high school teachers who are identified as successful by intellectually gifted, high achieving students and what differentiates these teachers from teachers not so identified?" Attempts to discover answers to questions concerned with personal and social traits and behaviors, professional attitudes and educational viewpoints, and classroom behavior patterns of effective teachers of gifted high school students.

Blount, Nathan S., and Klausmeier, Herbert J. TEACHING IN THE SECONDARY SCHOOL. New York: Harper and Row, 1968.

Addresses both experienced teachers and college students preparing to enter the profession. Discusses the goals of education, adolescent development, some of the conditions of learning, newer developments in subject matter content, recent patterns in grouping students. Treats creative teaching-learning activities, provisions for special students, some conditions for promoting mental health, the guidance role of the classroom teacher, and co-curricular activities. Presents responsibilities of the teacher as a member of the profession, the need for continuing educational growth, and the utilization of all resources for improving teaching.

Brehm, S. A. "Role of Educdtion Methods Course Instructors in the Preparation of Science Teachers." SCHOOL SCIENCE AND MATHEMATICS 68: 72-77; January 1968.

Proposes some guidelines which may be deemed appropriate for causing science methods courses to be distinctive and contributory to the development of outstanding science teachers.

Clark, Leonard H. STRATEGIES AND TACTICS IN SECONDARY SCHOOL TEACHING: A BOOK OF READINGS. New York: the MacMillan Company, 1968.

Presents a group of readings organized to give a theoretical basis and examples of the various techniques and methods incorporated in the teaching strategies advocated in most text books. Delineates the greater purpose of the book as an effort to encourage teachers to teach their pupils to think. Discusses the many variables that should affect a teacher's choice of strategy, different kinds of strategies and tactics, and the teacher that is needed.

Cox, Benjamin, and Maisicelas, Byron G., editors. SOCIAL STUDIES IN THE UNITED STATES: A CRITICAL APPROACH. New York: Harcourt Brace and World, Inc., 1967.

Assesses the quality and content of social studies instruction on the elementary, junior high, and senior high level, provides means of evaluating instructional materials and procedures, and suggests guidelines for future developments in social studies teaching.

Curtis, W. C. "Teacher-Training for Process Orientated Science Instruction." SCIENCE EDUCATION 51: 494-498; December 1967.

Suggests that science is a procedure of inquiry as well as an organized body of subject matter. Explains why programs based on the product approach have not been successful with younger children. Discusses the techniques and competencies included in the methodology of systematic inquiry, an initial step in establishing programs to prepare teachers for process-orientated science teaching.

Dickson, J. T. "Plight of a Child." THE ARITHMETIC TEACHER 15: 19-22; January 1968.

Observations drawn from tutorial experiences. Describes some of the learners problems in understanding numeration. Raises many questions about the effectiveness of both primary grade teachers and texts in the fundamental task of teaching numeration with respect to our decimal system. Since research does not show one approach to be more effective than another, several approaches must be utilized in order to insure that all children are taught adequately.

Douglass, Malcolm P. SOCIAL STUDIES. Philadelphia: J. B. Lippincott Co., 1967.

Considers the teaching of social studies in the elementary school. Offers criteria for a balanced program of social studies, and discusses both its planning and teaching. Emphasizes the method of discovery in historical, geographic, and other social sciences. Also considers the relation of reading and the language arts to the social studies program.

Ducharme, Raymond A., Jr.; Katz, Joseph; and Sheekey, Arthur D. A BIBLIOGRAPHY FOR TEACHERS OF SOCIAL STUDIES. New York: Teachers College Press, 1968.

Presents an annotated bibliography designed to provide the experienced and the prospective teacher with a guide to the examination of new ideas and innovations in social studies. Includes references in social studies, history, geography, economics, political science, sociology, anthropology, area studies and educational technology.

Dwyer, Terence. TEACHING MUSICAL APPRECIATION. London: Oxford University Press, 1967.

Presents a practical approach to teaching music appreciation to children and adults. Outlines four main approaches in teaching music appreciation: color, texture, form, and history. Suggests that all four approaches be employed. Enumerates other approaches such as rhythm, melody, score reading and symbolic notation. Discusses the organization of music classes and suggests activities for music teachers such as (a) teaching hard facts, (b) presenting a piece of music for appreciation and providing a descriptive analysis, (c) testing the pupils' knowledge or perception, (d) probing for pupils' reactions about mood and feeling, (e) playing without comment or guidance, and (f) explaining the composer's intentions. Includes a final chapter providing a rationale for the various practical procedures suggested.

Farmer, Geraldine M. "Research Experiences and Methods Courses." IMPROVING COLLEGE AND UNIVERSITY TEACHING 16: 148-149; Spring 1968.

Maintains that if teachers are to develop problem solving interest and ability in students they themselves need to have research interests. Suggests concretely how research can be incorporated in courses for future teachers.

Fehr, Howard F., and Phillips, Jo McKeeby. TEACHING MODERN MATHEMATICS IN THE ELEMENTARY SCHOOL. Reading, Massachusetts: Addison-Welley Publishing Company, 1967.

Provides pre-service elementary school teachers with knowledge and understanding of organized learning sequences in modern mathematics. Emphasis is placed on building a structure of knowledge to serve the learner as a foundation for deeper understanding of mathematics. Individual chapters focus upon specific mathematical operations. The final chapter provides a comprehensive view of the total elementary school mathematics program. An extensive bibliography includes sources for a more complete understanding of the skills, concepts and fundamental principles.

Frost, Joe L. EARLY CHILDHOOD EDUCATION REDISCOVERED. New York: Holt, Rinehart and Winston, Inc., 1968.

Presents a collection of readings on early childhood education. Based on the rationale that most educators and childhood development experts agree that few three to five year olds gain the essential ingredients for optimum development from the home environment alone. Organizes the contributions around the need for preschool education, the rediscovery of Montessori and Piaget, cognitive development in young children, the promise of Head Start Programs, cognitive and affective bases for learning to learn, developing literacy in young children, content of preschool education, and planning for early childhood education.

Frost, Joe L. ISSUES AND INNOVATIONS IN THE TEACHING OF READING. Glenview, Ill.: Scott, Foresman and Company, 1967.

Presents readings for critical and inquiring students and for prospective teachers. Deals with language and cognitive interrelationships in reading, the nature of reading readiness, linguistics and the teaching of reading, reading for the gifted and the disadvantaged, diagnosis and remediation of reading difficulties.

Glennon, Vincent J., and Callahan, Leroy G. ELEMENTARY SCHOOL MATHEMATICS: A GUIDE TO RESEARCH. Washington, D.C.: Association for Supervision and Curriculum Development, National Education Association.

Reports research findings that bear upon the subject of elementary school mathematics. Presents research relative to the mathematics curriculum, the student of mathematics, learning environment, and teaching methods.

Goldmark, Bernice. SOCIAL STUDIES: A METHOD OF INQUIRY. Belmont, California: Wadsworth Publishing Co., Inc., 1968.

Presents a method of making judgments that can be applied to other problem situations and that can be taught to elementary school children. Describes approaches to understanding the problem at the substantive level of inquiry, criteria for judgments, values and assumptions.

Hering, William M., Jr. "Social Science, History, and Inductive Teaching." SOCIAL EDUCATION 32: 34-38; January 1968.

States that "a history course can be exciting to students if a social science approach is interjected." The addition of inductive teaching into the social studies approach would make for more exploration on the part of the learner and for less exposition on the part of the teacher. Using a social studies approach the learner will discover that "scholars disagree, and that disagreement often stems from differing data, as well as differing interpretations." This discovery is basic to a historical or social studies discipline approach to knowledge.

Hicks, R. C., and Pecrodin, A. F. "Topics in Mathematics for Elementary School Teachers." SCHOOL SCIENCE AND MATHEMATICS 67: 739-744; November 1967.

Reports a study designed to provide a sounder base for the selection of topics appropriate for the pre-service and in-service education in mathematics of elementary school teachers.

Hinkston, Eugene R. "Miseducation in History." IMPROVING COLLEGE AND UNIVERSITY TEACHING 16: 20-22; Winter 1968.

Decrys, assails, condemns, criticizes the uninspiring and impersonal way in which history is taught in high school and college. States, "We are becoming unthinking cogs in the workings of a mindless educational mill, presenting a body of 'facts' to a captive audience, witnessing their disillusionment, examining them on how many facts they have memorized, and letting the chips fall where they may." Argues that history teachers and all teachers for that matter need to sharpen their psychological insights.

Hughes, William O. PLANNING FOR JUNIOR HIGH SCHOOL GENERAL MUSIC. Belmont, California: the Wadsworth Publishing Company, 1967.

Designed as a textbook for music methods in either graduate or undergraduate courses. Procedures and steps requisite to effective planning for music instruction are included in chapters dealing with (a) the aims of music education, (b) the structure of music education, and (c) the general junior high school music class. Provides sample lesson plans and sample questions for testing knowledge and understanding of music, music listening skills and music reading.

Hymes, James L., Jr. TEACHING THE CHILD UNDER SIX. Columbus, Ohio: Charles E. Merrill Publishing Co., 1968.

Cites the importance of education of three to five year old children in the hope that all young children will have the opportunity to begin appropriate free public schooling at the lower age. Discusses the state of the profession including the shortage and quality of programs and the immediate and long term goals. States the need for tailoring programs to the child in terms of socialization. Presents ideas for subject matter, class size, first grade reading, school administration and involvement with parents.

Johnson, John J. "Teacher Preparation for Educating the Disturbed: Graduate, Undergraduate, or Functional?" EXCEPTIONAL CHILDREN 34: 345-351; January 1968.

Discusses the issue of undergraduate versus graduate education programs for teachers of emotionally disturbed children. Recommends the establishment of a new teacher preparation which breaks away from the traditions of the university and moves into functional, innovative preparation.

Karplus, Robert, and Thier, Herbert. A NEW LOOK AT ELEMENTARY SCIENCE. Chicago: Rand McNally, 1967.

Describes the work of the Science Curriculum Improvement Study Project through the summer of 1966. Provides elementary school teachers and pre-service students with a comprehensive overview of the innovations that have occurred in science education. Discusses the role of the teacher in the use of the elementary classroom as a laboratory where problem solving and discovery is brought about through active involvement in meaningful interaction and experience. Presents theoretical background for science education, current look at SCIS programs and the schools, and an initial approach to evaluation. Suggests scientific activities to be used by the teacher or prospective teacher as starting points to begin or further develop exploration of the science program described.

Kellough, R. D. "Perceptions and Self-Actualization: A Goal for Education and a Theory for Teacher Training." SCIENCE EDUCATION 52: 47-55; February 1968.

Urges that the focal point of teacher education should be the use in classrooms of our understanding of the nature of personal meanings and human behavior. Suggests that situational case studies be utilized to relate theory and practice. Recommends a two or three term professional education sequence in a fourth or fifth year of training in college. Sequence would be designed to increase the students' appreciation of human behavior, expand his field of perceptual understandings, and provide techniques for putting ideas to practical use.

Lamb, Pose, editor. GUIDING CHILDREN'S LANGUAGE LEARNING. Duboque, Iowa: Wm. C. Brown Company Publishers, 1967.

Provides prospective teachers and in-service teachers with information dealing with instruction in the language arts. Chapters focus on (a) language development in children, (b) elementary school language arts programs, (c) creative dramatics, (d) oral English programs, (e) listening skills, (f) teaching writing, (g) a linguistic approach to teaching spelling, (h) facets of language usage and grammar, (i) foreign languages in the elementary school, and (j) evaluative techniques.

Lord, D. C. "Paperbacks and the Teaching of American History." THE SOCIAL STUDIES 59: 109-112; March 1968.

Concerned with the inadequate teacher preparation of history teachers. Reports that re-orientation of traditional history courses and use of laboratory situations improved teacher preparation programs. Suggests that for the teacher already in the classroom the use of paperback books will be useful in attacking the problem of inadequate textbooks and will make a valuable contribution to the intellectual growth of pupils and teachers.

Martinson, Ruth A. CURRICULUM ENRICHMENT FOR THE GIFTED IN THE PRIMARY GRADES. Englewood Cliffs, N.J.: Prentice Hall, Inc., 1968.

Includes curriculum materials and ideas developed by teacher-students in special study groups and classes. Deals with identification of the gifted, the classroom climate, the teacher of gifted children, meeting special interests and needs of individual children, meeting the needs of gifted children in groups, special considerations in subject area curriculum planning, and evaluation of programs.

Massie, Ronald O. "The Construction and Use of a Test to Evaluate Teacher Preparation in Modern Mathematics." Unpublished doctoral dissertation. The University of Nebraska Teachers College, 1967.

Describes the construction of a test designed to evaluate the preparation of modern mathematics teachers. Through use of a jury of leading mathematics educators, test items based upon the differences between modern and traditional mathematics were prepared, tested, and refined into a test called "Contemporary Mathematics: A Test for Teachers." The test was administered to 273 prospective teachers in twenty-nine teacher preparation institutions representing eight states. Since a random selection was not used, the generalizations drawn from the study apply only to prospective teachers in the specific schools involved. Experienced teachers had significantly higher scores than prospective teachers. Those prospective teachers who had had a student teaching experience achieved higher scores than those who did not. No significant difference in scores was noted between prospective teachers who had taken a methods course in mathematics and those who had not.

Mulholland, Ann M., and Fellendorf, George W. FINAL REPORT OF THE NATIONAL RESEARCH CONFERENCE ON DAY PROGRAMS FOR HEARING IMPAIRED CHILDREN. Washington, D.C.: Alexander Graham Bell Associates for the Deaf, 1968.

Reports the first National Research Conference on Day Programs for Hearing Impaired Children held in 1967 to examine the policies and practices of the various states in regard to the organization and administration of programs in local school systems, to describe the administrative and organizational needs, to recommend how such needs could be met and to identify areas of needed research. States that consideration be given to the development of a national professional organization of educators of the deaf.

Newmann, Fred M. "Questioning the Place of Social Science Disciplines in Education." THE RECORD 69: 69-74; October 1967.

Claims that recommendations to base social studies instruction on the structure of academic disciplines such as the social sciences raise serious questions regarding (a) the definition of structure and the definition of discipline, (b) the selection of appropriate structures, and (c) the justification of goals and values advanced by instruction in the social sciences. Calls attention to issues concerning the proportion of formal schooling to be devoted to a disciplined versus a non-disciplined experience, and the selection of criteria for choosing among alternative course structures.

Oliva, Peter F. THE SECONDARY SCHOOL TODAY. Cleveland: the World Publishing Company, 1967.

Suggests requirements for comprehensive courses in secondary school principles and methods. Deals with understandings, appreciations, attitudes, skills, and facts that the secondary school teacher should seek to develop.

Perkes, Victor A. "Junior High School Teacher Preparation, Teaching Behaviors and Student Achievement." Unpublished doctoral dissertation. Stanford University, 1967.

Studies the relationship between the amount of academic preparation of science teachers, students' achievement on recall of factual information and ability to make applications. While no significant correlation was found between these factors, the study revealed that the students who displayed lower factual knowledge scores and higher "application" scores were taught by younger teachers who had earned more credits in methods of teaching science, had higher grade point averages in science, and had more recently taken college level science courses. These teachers tended to lecture and explain less, elicited more hypothesizing and speculation through a questioning process, required more demonstrations and discussions by the students, and more frequently utilized principle-oriented lessons.

Petty, Walter T., editor. ISSUES AND PROBLEMS IN THE ELEMENTARY LANGUAGE ARTS. Boston: Allyn and Bacon, 1968.

Deals with various aspects of the language arts curriculum. Readings bear upon a wide range of subjects such as linguistics, grammar, usage, oral expression, written comprehension, creativity, spelling and handwriting. Considers the subject of program organization and research in various areas of language arts.

Piltz, Albert, and Sund, Robert. CREATIVE TEACHING OF SCIENCE. Boston: Allyn and Bacon, Inc., 1968.

Designed to illustrate many of the most important principles of creative teaching. Outlines modifications of standart teaching methods and provides examples of experiments, demonstrations, pictorial riddles, inquiring discussions and counterintuitive activities. Analyzes various elementary science curriculum projects.

Powers, Leo R. "A Comparison of the Functions of Male Junior College and Secondary Physical Educators, with Possible Implications for Different Professional Preparation of Junior College Instructors." Unpublished doctoral dissertation. Los Angeles: University of Southern California, 1967.

A study of functions of junior college and high school physical educators to determine whether such functions are sufficiently different to necessitate distinct preparation. Concludes that while there are differences between the functions of both groups, such differences are more in the nature of emphasis than of kind.

Rice, Joseph P. "California Project Talent: a Unique Educational Development." THE CLEARING HOUSE 42: 305-312; January 1968.

Describes a project designed to plan, develop and demonstrate differential procedures for the education of gifted children and youth: (a) acceleration through use of summer school, (b) enrichment in the fine arts, (c) full-time classes organized for gifted pupils. Tangible outcomes of the project are films, guidelines, pupil materials, and handbooks.

Robinson, James T. THE NATURE OF SCIENCE AND SCIENCE TEACHING. Belmont, California: Wadsworth, 1968.

Examines the writings of six scientists, who have given considerable and detailed attention to aspects of science as a field of intellectual writing. Concludes with specific considerations for educators in the sciences with concern for increasing the scientific literacy of individuals.

Roucek, Joseph S., editor. THE STUDY OF FOREIGN LANGUAGES. New York: Philosophical Library, 1968.

Surveys problems in the field of teaching foreign languages. Deals with basic concepts of the symbolizing function and the value of second language learning. Also treated are such subjects as the changing aspects of teaching German, Spanish, French, and Russian, the language laboratory, intrinsic programming of foreign languages, the teaching of other cultures, the articulation of language teaching, and modern trends in teaching foreign languages.

Rowe, A. W. "Teaching English to the Majority." THE RECORD 69: 223-241; December 1967.

Sees English teaching based solely upon language and literature as being unsuitable for average pupils in secondary schools and suggests that teachers provide pupils with vivid and significant sense-experiences as a starting point for personal writing.

"Science Education Information Report: General Bibliography Series." Columbus: Ohio State University, Eric Information Analysis Center, December 1967. Abstract: ERIC, ED 015-879, SE 004-218.

Reports over 120 documents related to teacher education in science education. Includes references to research reports, research reviews, conference reports, position papers, textbooks, and manuals.

Shafer, Dale M. "The Development and Testing of Subject Matter for a Course in Methods of Teaching Secondary School Mathematics." Unpublished doctoral dissertation. Norman: the University of Oklahoma, 1967.

Selection and validation of subject matter for inclusion in an undergraduate course, The Teaching of Secondary School Mathematics. Selection was based upon a poll of 200 specialists in mathematics education. Validation of the three-semester-hour course was accomplished through surveys, comparison with existing methods programs, and field tests.

Shugrue, Michael F., and Eldonna, Evertts. "Guidelines for the Preparation of Teachers of English: An Exposition." ENGLISH JOURNAL 57: 475-564; April 1968.

Discusses varied aspects of the preparation of teachers of English. Includes uses of guidelines, teacher preparation for the English classroom, and certification requirements to teach English in elementary or secondary school.

Smith, James A. CREATIVE TEACHING OF THE CREATIVE ARTS IN THE ELEMENTARY SCHOOL. Boston: Allyn and Bacon, Inc., 1967.

Offers a summary of the basic principles of creative teaching. Develops a viewpoint regarding art, music, dance, and drama. Gives practical illustrations and suggestions for the implementation of ideas presented. Includes bibliographies, chapter summaries, and sets of questions and activities for college students and classroom teachers.

Snyder, Raymond A. "Work of the Professional Preparation Panel." JOURNAL OF HEALTH, PHYSICAL EDUCATION, AND RECREATION 39: 73; January 1968.

Enumerates the accomplishments of the Professional Preparation Panel since its inception in 1963. The Panel is presently developing projects dealing with graduate study, elementary physical education, the certification of coaches, practice teaching, junior college professional preparation in physical education, accreditation, and professional preparation of athletic administrators.

"Specialists in Elementary Education--An Important New Look at Your Teaching Future." GRADE TEACHER 85: 100; February 1968.

Survey reveals that a trend towards specialization in elementary schools exists, that colleges and universities are offering programs for specialists in early education, for guidance counselors, for AV resource people, and many other fields. Gives a listing of colleges and course offerings.

Swartz, J. F.; John, Walter; and Aven, Samuel D. "A Student-Teaching Laboratory." IMPROVING COLLEGE AND UNIVERSITY TEACHING 16: 116-117; Spring 1968.

Describes a course designed to enable students of education to acquire firsthand experiences in schools before they are enrolled in other professional courses.

Todd, Robert M. "Please Professor, I'd Rather Do It Myself." THE JOURNAL OF TEACHER EDUCATION 19: 210-211; Summer 1968.

Describes the activities of undergraduate students in an arithmetic methods course. Summarizes the student ratings of class experiences on the basis of their value to them.

Vairo, Peter D., and Perel, W. M. "Wanted: Generalist or Specialist in Elementary Education." EDUCATION 88: 204-207; February 1968.

States that differences of opinion are developing concerning the use of specialists for teaching mathematics and science within self-contained classrooms. Cites the gradual enrichment of the elementary school curriculum and the rapid change in the content and methods of elementary school mathematics.

Washton, N. S. TEACHING SCIENCE CREATIVELY IN THE SECONDARY SCHOOLS. Philadelphia: Saunders, 1967.

Offers guiding principles to help science teachers adapt new programs to fit the needs of the student, the community, and the teacher. Emphasizes the teaching of science for inquiry, and describes methods of teaching that require investigative procedures as well as open-ended experiments designed to encourage creativity.

Wilson, S. "Experimental Program for the Education of English Teachers." COLLEGE ENGLISH 29: 449-455; March 1968.

Describes a Five College Project on Teacher Education in which an experimental program for the education of English teachers was developed. The faculty, rather than a state agency, assumed responsibility for certifying the competence of graduates.

Zahorik, John A. "The Trouble with Methods Courses." THE JOURNAL OF TEACHER EDUCATION 19: 197-200; Summer 1968.

Criticizes methods courses as dealing mainly with curriculum concerns whereas attention to teacher behavior in the interactive classroom situation is missing.

PREPARATION OF TEACHERS FOR THE DISADVANTAGED

Burke, William J. NOT TO GLORY: WHO ARE TODAY'S GREAT TEACHERS. New York: Cowles Education Corporation, 1967.

Retells the experiences of selecting a recipient for Look Magazine's National Teacher of the Year Award. The outstanding and unique characteristics of each award teacher are identified in the personal encounter.

Eames, Edwin. "Culture of Poverty." PENNSYLVANIA SCHOOL JOURNAL 116: 329; February 1968.

Outlines the work of project Primesite, an experimental program in which twenty-one students studied the culture of poverty for the purpose of becoming more effective elementary school teachers in inner-city schools. Students were involved in observation in an elementary school located in a poverty area and in seminars where the culture of poverty was examined. Asserts that effective teaching in slum areas must be based upon extensive and intensive knowledge of the community from which students are drawn.

Fantini, Mario, and Weinstein, Gerald. "Taking Advantage of the Disadvantaged." THE RECORD 69: 103-114; November 1967.

Presents ways and means of converting schools into relevant and flexible educational institutions. The recent studies of the disadvantaged offer evidence to support immediate and critical changes in the educational system.

60. Getzels, J. S. "Education for the Inner City: A Practical Proposal by an Impractical Theorist." THE SCHOOL REVIEW 75: 283-299; Autumn 1967.

Recommends that in order for training programs for teachers, counselors, and administrators to be effective in inner-city schools, they should provide cross-role seminars and training practicums. Suggests that cadres of trained personnel be placed in schools to provide mutual support for new ideas and techniques and to effect change.

Gold, Stephen F. "School-Community Relations in Urban Ghettos." THE RECORD 69: 145-150; November 1967.

Supports the belief that before community participation and involvement programs of a school-community relationship are developed, the factors, problems, and influences of such an involvement must be examined, discussed, and understood.

Johnson, H. A. "Multimedia and Innovative Techniques for Educating Teachers of the Disadvantaged." THE JOURNAL OF TEACHER EDUCATION 19: 85-90; Spring 1968.

Makes observations on the inadequacies of teacher preparation for working with the poor, the myths and misconceptions held about the poor, and the prejudices and fears of teachers in our teachers colleges.

Olsen, Edward G. "Operation Fair Chance: An Exciting Experiment in Teacher Preparation." THE JOURNAL OF TEACHER EDUCATION 19: 79-84; Spring 1968.

Describes the first-year activities of a three-year experimental program which quickly brought teacher candidates into direct contact with the inhabitants of low-income communities through two weeks spent in a community study, six weeks of participation in Job Corps activities, and four weeks of school and community involvement, and eighteen weeks of supervised student teaching.

Ornstein, Allan C. "Cynicism or Witticism: Professors of Education and Ghetto School Teachers." JOURNAL OF SECONDARY EDUCATION 43: 162-164; April 1968.

Asserts that some of the poorest pedagogy occurs in good schools and teachers are unaware of it because students do not react as a barometer as they do in ghetto schools, that there is a widening gap between Professors of Education and the ghetto teacher, and that Professors of Education are too far removed from the realities of the ghetto classroom.

Ornstein, Allan C. "Improving Teachers for Slum Schools." IMPROVING COLLEGE AND UNIVERSITY TEACHING 16: 120-124; Spring 1968.

Contends that public school teachers will at some time be teaching disadvantaged children despite the fact that their preparation has been directed toward children of middle class and average socio-economic classes. Argues that teacher preparation for slum schools should be made mandatory for all teachers.

Osterweis, Rollyn. "The Urban High School and the MAT Program." JOURNAL OF TEACHER EDUCATION 19: 212-215; Summer 1968.

Describes initial reactions to teaching in an urban school following training in a Master of Arts in Teaching program. States that programs should take into account the differences in the demands made on a teacher by various kinds of schools and that trainees should be placed in the classroom almost from the start, with responsibility for some teaching within a few weeks.

Price, Kingsley. "The Problems of the Culturally Deprived." THE RECORD 69: 123-132; November 1967.

Charges the school with certain responsibilities in solving the problems of the culturally deprived. The school is viewed as an active agent in providing curricula for members of the deprived and is a center for expression of attitudes and cultural heritage.

Riessman, Frank. "Teachers of the Poor: A Five Point Plan." JOURNAL OF TEACHER EDUCATION 18: 326-336; Fall 1967.

Presents a fivefold plan for the preparation of preservice and in-service teachers of urban disadvantaged children to build teacher respect for disadvantaged children and their families, to provide teachers with experiences with the disadvantaged, to advise teachers about do's and don't's in teaching the urban poor, to acquaint teachers with appropriate teaching technology, and to provide teachers with knowledge concerning the teaching act. Encourages active participation by teachers through demonstrations, small group discussions, supervisory conferences and role playing films.

Rosen, Bruce. "Quality Teaching and the Desegregation Workshop." THE JOURNAL OF TEACHER EDUCATION 18: 491-494; Winter 1967.

A critique of workshops, institutes, and seminars which prepare teachers and administrators for the problems they may expect to encounter in desegregated schools and classrooms. Most of these institutes and workshops rely on four basic procedures: the use of experts, lectures, discussion groups, and films and other ancillary activities. Proposes a program providing a wide variety of experiences in desegregated environments.

Sharp, Alexander. "Intensive Teacher Training Program." THE URBAN REVIEW 2: 2; December 1967.

Describes the Intensive Teacher Training Program conducted during the summer of 1966 to prepare 2,100 trainees for teaching positions in New York City schools, the difficulties involved in preparing such a large number of prospective teachers within the short space of seven weeks and experiences of some of the teachers in their initial assignments. Most of the competencies gained appear to be attributable to the actual teaching experience rather than to the training program offered.

Sharpe, Donald M., and Farrar, Carroll D. "The National Teacher Corps in Action: A Follow-up Study of NTC Interns in the Field." THE JOURNAL OF TEACHER EDUCATION 18: 485-490; Winter 1967.

Reports a follow-up study of National Teacher Corps interns from Indiana State University working with disadvantaged adolescents of their first semester on the job. By interview, data were collected on the degree to which teams were following plans made during the summer program, the kinds of work members found most satisfying, the most significant changes in interns as perceived by themselves since entering the NTC, and factors influencing morale in the inservice program.

Spielman, H. S., and Sarner, D. S. "TEMPUS: A Program to Prepare Teachers for Urban Schools." SCIENCE EDUCATION 52: 115-119; March 1968.

Describes the Teacher Education Master's Program in Urban Schools, open to students who have baccalaureate degrees but little course work in education. Participants complete a summer of work before becoming eligible for placement at the elementary or secondary level and may accept full-time teaching or half-time, paid internships. As students complete required course work, opportunity is provided for matriculation in a master's program which may be completed by the end of a student's second year of teaching.

"Urban Education; A Statement of Policy and Proposed Action. New York State Board of Regents." NEW YORK STATE EDUCATION 55: 5-11; January 1968.

Deals with the problems facing urban areas, and directs the State Education Department to develop long-range plans for the reorganization and rebuilding of urban school systems. Urges that Quality Incentive Grants for Urban Education be initiated to inaugurate educational projects in urban areas, and that a New York Urban Teacher Corps be established to recruit and train personnel needed to staff urban schools.

Williams, Chester S. "Preparing Teachers for the Disadvantaged: A Pre-service Program Built on Hunches." CONTEMPORARY EDUCATION 39: 191-197; March 1968.

Deals with the training program of the National Teacher Corps at Indiana State University. Lists program goals in the affective domain, cognitive domain, and skill domain. Includes charts showing relationships among objectives, curriculum components, and evaluative components and the extent to which the program of 1966 was successful in meeting its objectives as evaluated by staff members, team leaders, and interns.

Yulo, Ralph J., Jr. "An Exploration of the Flanders System of Interaction Analysis as a Supervisory Device with Science Interns." Unpublished doctoral dissertation. Harvard University, 1967.

Examines the use of the Flanders System of Interaction Analysis to provide feedback about the teaching performance of science interns. Those who were provided with the Flanders data drawn from their own classroom teaching did not make a greater number of significant changes in the patterns of their verbal behavior than interns who had not been given the data. The study suggests that the feedback of Flanders interaction data to student teachers is useful as one instrument in a broader approach to supervision but is not appropriate if used as an exclusive method in the supervisory process.

Allen, Dwight A. "Micro-Teaching, A New Framework for In-Service Education." PARTNERSHIP IN TEACHER EDUCATION. Washington, D.C.: American Association of Colleges for Teacher Education, 1968.

Micor-teaching structure is a scaled down teaching encounter in class size (one to five pupils) and time (five to twenty minutes) developed in the Stanford University Secondary Teacher Education Program. Micro-teaching can serve many functions, such as to diagnose specific lesson innovation, to analyze student teacher performance, to train supervisors in their teaching behavior, to evaluate experienced teachers seeking employment, and to predict the instructional levels of new material.

Ayers, Archie R. "Educational Media in Colleges and Universities: Title VII-B, the Higher Education Act of 1965." AUDIOVISUAL INSTRUCTION 12: 1044-1045; December 1967.

Outlines a program to give faculty members a theoretical and practical background in educational media. Considers the availability of media and the need to provide a theoretical basis for the use of media. Program includes lectures and demonstrations and provides the opportunity for instructors to become familiar with materials.

Balthaser, Kenneth J. "School of Education Audiovisual Programs in Institutions of Higher Education." Unpublished doctoral dissertation. Indiana University, 1967.

A study of the nature of educational audio-visual services and the role of professors in training pre-service teachers in the use of media. Findings indicated that audio-visual equipment is more predominantly viewed as being demonstrative and supportive rather than integrative. Faculty members felt a responsibility to at least expose their students to the use of audiovisual materials and equipment, but their own role and responsibility were not necessarily reflected in their actual use of equipment in the classroom.

Broadbent, Frank W. "Simulating Problems of Beginning Teachers." THE ELEMENTARY SCHOOL JOURNAL 68: 39-43; October 1967.

Reports a project conducted at the State University College at Brockport to provide student teachers with simulated teaching problems faced by beginning teachers. Situations are based upon thirty-two teaching problems identified by new graduates. Filmstrips, audiotape, recordings, and a faculty handbook serve to introduce student teachers to the school and community. Students respond to incidents by identifying and analyzing problems, presenting solutions, and commenting on procedures. Students plan lessons, deliver speeches, present lessons, and role-play parent-teacher conferences. Evaluation of the effectiveness of the simulation is to be published at a later date.

"Computer-TV Experiment in Teacher-Training Teachers in the Diocese of Brooklyn." THE CATHOLIC SCHOOL JOURNAL 68: 15; May 1968.

Describes an in-service education experiment where once each week teachers view a half-hour videotaped lecture in their classrooms. Telephone contact is made to the computer as each teacher completes a multiple-choice test, receiving at the same time feedback on the answers given. Teachers telephone requests for additional information about the lesson. Computer responses are relayed via television monitors in the classroom. International Business Machines is providing technical assistance for the experiment.

Cooper, Theodore R. "Helping the Student Teacher Develop Instructional Expertise Via the Tape Recorder." AUDIO VISUAL INSTRUCTION 12: 1072; December 1967.

Discusses the ways in which the student teacher utilizes a tape recorder in an analysis of his teaching. Suggests operation techniques for the recorder, ways of recording anecdotes, and ways of keeping records of tapes.

Eichholg, G. C., and Tucoff, M. "Training Teachers for Television." KENTUCKY SCHOOL JOURNAL 46: 15+; December 1967.

Argues for including in teacher training programs a course specifically designed for classroom teaching with television in which the student would learn the basic mechanics of the TV system, understand his tasks in relation to the studio teacher, and comprehend the relationship of television to the balance of the school curriculum. The future teacher must be taught with television, not merely about it.

Friedman, N. L. "Instant Playback in the Shop; Use the Video Tape Recorder as a Student Instructional Tool and for Upgrading Teacher Training." INDUSTRIAL ARTS AND VOCATIONAL EDUCATION/TECHNICAL EDUCATION 57: 34-35; January 1968.

Advocates the use of portable video-tape recorders in professional education programs as a method of providing more effective classroom demonstrations. Discusses and illustrates possibilities for its use within the setting of an industrial arts program.

Fortune, Jimmie C.; Cooper, James M.; and Allen, Dwight W. "Stanford Summer Micro-teaching Clinic, 1965." JOURNAL OF TEACHER EDUCATION 18: 389-393; Winter 1967.

Reports research carried out during the third micro-teaching summer clinic for interns. Organization and sequence of skills for the seven-week program are described. The Stanford Teacher Competence Appraisal Guide was used as the instrument for skill evaluation. Concludes that success was gained in obtaining desired changes in teacher behavior. Further study is needed in the area of supervisory skill in using the video-tape recordings.

Gliessman, David, and Williams, Dong. "Inter-University Film Project: The Production of Five Stimulus Films to Be Used in Teacher Education, Final Report." Kansas City: the University of Missouri, January 1967. Abstract: ERIC, ED 015-644, EM 004-005.

Describes the third in a series of projects designed to produce problem-centered films for teacher education. Five films presenting realistic teaching problems, an instructional guide, and film evaluation plans were produced. Appendices include instructional guides for sixteen films, a discussion of two evaluation instruments, a teacher role perception ranking scale, and the content of teachers' written reactions to the films.

Gliessman, D., and others. "Medium for Problem Solving in Teacher Education." THE JOURNAL OF TEACHER EDUCATION 19: 71-77; Spring 1968.

Discusses the rise of the stimulus film in providing a method for confronting the undergraduate student with realistic classroom teaching problems under conditions in which his analysis and problem solving can be guided.

Gustapsen, Kent L. "Portable VTR'S for Student Teachers." AUDIOVISUAL INSTRUCTION 12: 1070-71; December 1967.

Describes an experiment in which a variety of portable video tape recorders and accessories for recording and playback were used with student teachers.

Goff, Eva H. "A Script for Instructional Material Related to Selected Behavioral Tasks of Historical Method." Unpublished doctoral dissertation. New York: Teachers College, Columbia University, 1968.

Reports new instructional material for teaching methods of historical inquiry. Includes a twenty-five minute script of a courtroom trial, a teacher's guide and a student's guide. The script, in conjunction with an 8 mm. cartridge film, is to be used to provide students with an opportunity to participate in such methods of inquiry as (a) focusing upon the problem, (b) selecting useful data, (c) establishing the authenticity of the sources, (d) establishing the credibility and meaning of the sources, (e) identifying the facts, (f) organizing the facts, (g) interpreting the facts, and (h) constructing a discourse.

Holden, George S. "Changes in Instructional Behavior of Teachers Who Use Computer Processed Materials Designed for the Individualization of Instruction." Unpublished doctoral dissertation. State University of New York at Buffalo, 1967.

A study to determine the effects of computer processed resource guides in the individualization of instruction. Teacher tasks in individualizing instruction most significantly changed through use of the resource guide were encouragement of independent thinking, appropriate selection and use of instructional materials and teaching methods, student motivation, and encouragement of pupil involvement and interaction. Results indicated that significant changes were not made in teacher sensitivity to pupil needs.

Johnson, J. A. "What's New in Teacher Education." ILLINOIS EDUCATION 56: 328-330; April 1968.

Describes innovations introduced in various institutions for teacher preparation in the State of Illinois. Briefly explains such approaches as micro-teaching, video-taping of student teachers, closed-circuit television, simulation, outdoor teacher education, and other relatively new innovations.

Kautz, William D., and Wald, Max. "Closed-Circuit Television as an In-Service Aid." THE AUDIOVISUAL INSTRUCTOR 12: 1048-1049; December 1967.

Describes video-taped role-playing situations analyzed by a panel of teachers in an in-service training program designed to develop competence in handling common classroom incidents. States that student teachers judged the experience as valuable.

Lamb, R. T. B. AIDS TO MODERN TEACHING. London: Sir Isaac Pitman and Sons, Ltd., 1967.

Surveys a wide range of mechanical and electronic teaching aids used in schools and colleges: slide and filmstrip projectors, radio, television, phonographs, tape recorders, language laboratory, programmed learning, teaching machines and closed circuit television.

Lum, Lillian. "Extending Audiovisual Resources for Teaching and Learning." AUDIOVISUAL INSTRUCTION 12: 1057-1059; December 1967.

Presents an outline of a program sponsored by the Hawaii Audio-Visual Board under the direction of Dwain Hansen to increase teacher understanding and experience in the utilization of media for learning.

Mackey, William F. "The New Technology of Teacher Training." Quebec: Laval University, May 1967. Abstract: ERIC--ED 015-696, FL 000-636.

Advocates the use of closed circuit television and videotape as economically, technically, and pedagogically sound techniques. Provides information concerning facilities, equipment, and personnel necessary for the use of closed circuit television and videotape in teacher education programs.

McKenna, Frank S. "Programing Possibilities for Classroom and Laboratory." IMPROVING COLLEGE AND UNIVERSITY TEACHING 16: 18-19; Winter 1968.

Describes current utilization of programmed instruction. Suggests other ways in which educators might take advantage of its potential in classrooms and laboratories. Asserts that programmed instruction can be effective and efficient, that its self-pacing features make it adaptable to individual differences, and that, used in conjunction with conventional teaching methods, it can add variety and interest to the student's educational experiences.

Meier, John H. "Rationale for and Application of Microtraining to Improve Teaching." THE JOURNAL OF TEACHER EDUCATION 19: 145-157; Summer 1968.

Relates learning theory commonalities to the micro-training process. States that technological aids should not be viewed as mechanistic, inhumane, and degrading, but as valuable tools for training purposes.

Patrick, Arthur S. "Educational Technology in Business Education." THE BALANCE SHEET 49: 195; January 1968.

Calls for business educators to prepare themselves to take advantage of the hardware and software currently used in the design of various instructional media. The teacher, surrounded by the glamourous aspects of this technology, must be aware of the possibilities and dangers inherent in adopting one of the new instructional systems.

Siegel, Ernest. "The Competencies in the Use of Audio-Visual Instructional Materials Deemed Requisite in the Training of Teachers in the Public Elementary Schools of the State of New Jersey with Specific Reference to the Elementary Teacher Training of the State Colleges of New Jersey." Unpublished doctoral dissertation. New York University, 1967.

Identifies ninety-seven competencies which were judged requisite for elementary school teachers in using audio-visual instructional materials. Recommends that a basic audio-visual course be required for all elementary teachers, and that audio-visual education be integrated in professional courses and student teaching.

Swan, Howard A., and Johnson, Jim. SIMULATION EXERCISES. De Kalb, Illinois: Creative Educational Materials, 1968.

Contains twenty simulation exercises for use with secondary education students. Develops situations around common teaching problems faced by teachers, such as planning for teaching, guiding the learning process, motivating students, maintaining classroom control, establishing professional relationships, and working with parents and the community.

Twelker, P. A. "Classroom Simulation and Teacher Preparation." SCHOOL REVIEW 75: 197-204; Summer 1967.

Describes laboratory simulation techniques using film sequences and printed materials. Simulation provides advance practice for student teachers in discriminating cues signalling potential problems, in making classroom decisions, in gaining and using feedback to modify behavior, and also to practice "discovery method" techniques. Finds evidence of transfer to real situations; indicates further work will identify the best ways of using the simulation techniques.

70. Trevithick, J. "Demonstration Lessons on T.V." MINNESOTA JOURNAL OF EDUCATION 48: 8-11; November 1967.

Describes the use of closed circuit television in providing demonstration lessons. Initial concern that such classes would be unrealistic proved to be groundless. Videotape lessons, suitable for reuse, are now being planned.

White, Frederick A. "Wisconsin Audio-Visual Education Demonstration." AUDIOVISUAL INSTRUCTION 12: 1080-1082; December 1967.

Suggests that if media is to help improve the teaching-learning situation qualified staff is required. Emphasizes the importance of trained media specialists, knowledgeable in curriculum theory. In addition, para-professional trained as graphic artists, photographers, and equipment specialists are needed.

STUDENT TEACHING

Student Teaching: Program Content and Administration

Andrews, L. O. "State and Federal Support for Student Teaching." PARTNERSHIP IN TEACHER EDUCATION. Washington, D.C.: American Association for Teacher Education, 1968.

Reviews the existing state and federal support programs for student teaching with three suggestions of ways to enhance support: first, by fighting in the political arena; second, by presenting new research and rationale for programs; third, by refining and adopting the concepts and knowledge from related disciplines to raise the level of effectiveness of our profession.

Andrews, L. O. "Mandate for Action." NEW YORK STATE EDUCATION 55: 10-13; November 1967.

Describes the proceedings of a conference convened in Albany in October 1967 to study problems in student teaching. Participants endorsed a recommendation that the New York State Education Department create a task force to set standards for student teaching in New York State.

Association for Student Teaching. THE DIRECTOR OF STUDENT TEACHING: CHARACTERISTICS AND RESPONSIBILITIES. Washington, D.C.: the Association for Student Teaching, 1968.

Reports the educational and personal characteristics, the salary and fringe benefits, work loads, job satisfactions, and responsibilities of 468 directors of student teaching. Major problems identified by the respondents: employment of qualified college supervisors, the development of high-quality student teaching programs, placement of student teachers, provision of in-service programs for supervising teachers, the fair distribution of duties for the director, the screening of student teachers for entrance into the program, and the payment of supervising teachers.

Armstrong, Robert J., Jr. "The Organization and Administration of Elementary Off-Campus Student Teaching Programs in Massachusetts: Current Practices and Proposed Patterns." Unpublished doctoral dissertation, University of Massachusetts, 1967.

A study of administrative practices in Massachusetts relative to student teaching indicates that only ten per cent of the colleges have developed cooperative programs with Superintendents of Schools while more than ninety per cent of the Massachusetts Superintendents of Schools desire and are willing to meet in order to devise such mutually agreeable programs.

Bjerstedt, Ake. "Interaction-Orientated Approaches to the Assessment of Student Teachers." THE JOURNAL OF TEACHER EDUCATION 18: 339-357; Fall 1967.

Presents a criticism of the short-cut methods and over-simplified approaches employed by educational researchers to predict and assess teaching effectiveness. Claims that a clear conceptualization of the many factors influencing teacher-student interactions can provide a realistic starting point for better understanding of the total teaching process. The interaction-orientated approach to studies of teacher effectiveness should provide researchers with an increased awareness of the complexity of the total teaching process, insight into the development of more realistic and more inclusive research designs, and increased awareness of the need to study the potential of the teacher as an interacter.

Carpenter, E. B., and Guess, W. "Student Teachers Are People Too!" BUSINESS EDUCATION WORLD 48: 29-30; January 1968.

Suggests that more effective teaching may be elicited from student teachers by treating them as accepted members of the educational faculty. Such factors as cooperation by experienced teachers, meaningful assignments, praise for satisfactory work, suitable work space, and constructive observations are considered in the article.

Cordts, Harold J. "Improving Student Teaching in Secondary Schools." JOURNAL OF HEALTH, PHYSICAL EDUCATION AND RECREATION 38: 75-78; October 1967.

Reports responses to a survey to determine the three most important things that college supervisors expect to do for cooperating teachers, cooperating teachers expect to do for college supervisors and student teachers, and student teachers expect of cooperating teachers. The diverse nature of the responses suggests a need to review current practices in student teaching programs in physical education.

Dale, R. S. "You Have a Student Teacher? Relax!" BUSINESS EDUCATION WORLD 48: 7-9; January 1968.

Offers advice to a worried faculty member who has been assigned a student teacher. Suggests some social and professional graces to be observed in dealing with student teachers. Provides hints on how the supervising teacher may assist his charge with such matters as grading systems, student records, classroom responsibility, discipline problems, and faculty relations.

Gardner, Harrison. "Designing Effective Internship in Teacher Education." PARTNERSHIP IN TEACHER EDUCATION. Washington, D.C.: American Association of Colleges for Teacher Education, 1968.

Expresses a need now for establishing a basic design for internships. A working definition is under consideration by the Commission on Internships in Teacher Education appointed by the Association for Student Teaching. Before this definition is accepted, three questions need discussion and clarification: (a) Should the internship be preceded by well defined professional laboratory experiences? (b) What kinds of relationships between teacher education institutions and schools facilitate internship programs? (c) How can theoretical studies be related most meaningfully to internship experiences?

Gayles, Anne Richardson. "The Director of Student Teaching." IMPROVING COLLEGE AND UNIVERSITY TEACHING 16: 144-147; Spring 1968.

Attempts to identify the personal, academic, and professional characteristics of an effective administrator or director. Lists specific duties of the director of student teaching.

Hayes, R. R. "Viewing Implications for Student Teaching in 1967." TEACHERS COLLEGE JOURNAL 39: 30-35; October 1967.

Discusses the importance of the supervising teacher's role in the education program. Questions the use of graduate assistants in the role of supervising teachers and the overburdening of supervisors with large numbers of students. Recommends that courses or workshops related to the work of the supervising teacher be offered in graduate institutions and that conferences and printed material be made available to them free of charge. Urges that public school supervising teachers be accepted and recognized as full partners in the process of educating teachers.

Hazard, William R.; Chandler, B. J.; and Stiles, Lindley J. "The Tutorial and Clinical Program for Teacher Education." THE JOURNAL OF TEACHER EDUCATION 18: 269-276; Fall 1967.

Discusses Northwestern University's Tutorial and Clinical Program designed to (a) make the preparation of teachers an all-university responsibility, (b) strengthen the academic preparation of prospective teachers, and (c) increase the relevance of professional education. Endorses the view that learning to teach requires active participation in real classrooms under the guidance of real teachers. Tutorial professors link academic course work in the liberal arts with the student's classroom teaching experiences. Clinical professors hold appointments in the school and the university and divide their time between classroom teaching and supervising the clinical work of students enrolled in the program.

Johnson, James A. A BRIEF HISTORY OF STUDENT TEACHING. De Kalb, Illinois: Creative Educational Materials, 1968.

Traces the development of student teaching in Europe, and covers the period of transplantation and adaptation in the colonies and the early United States from 1606-1623; the beginning, trial, and acceptance of practice teaching from 1823-1861; new emphases in the period from 1861-1920, and the practice teaching of the state teachers college era from 1920-1950. Discusses recent developments in student teaching. A chronology of important events is appended.

Jones, Franklin B. "Legal Aspects of Student Teaching in the United States." Unpublished doctoral dissertation. The University of Mississippi, 1967.

Information for the study was drawn from administrative practices, statutes, and case law. In addition to constructing a model statute concerning student teaching, the study offers a list of precautionary measures for individuals engaged in student teaching programs. Further, it draws conclusions regarding the legal aspects of disciplinary matters, liability for negligent acts, injury to student teachers, assignment of duties, personal requirements imposed by boards of education, racial discrimination, and other pertinent matters.

Jordan, Archie C. "Improving Student Teacher Evaluation." PEABODY JOURNAL OF EDUCATION 45: 139-142; November 1967.

The suggested plan has seven parts: (a) the basic goals and objectives of the experience should be in written form, (b) from the goals, a list of specific behavioral objectives should be formulated, (c) evaluation should be continuous (d) self-evaluation by the student teacher should be encouraged by using tape recorders or video-tapes, (e) evaluation should be a cooperative team venture between the college supervisor, the supervising teacher, and student teacher, (f) evaluation should focus on performance and be kept objective, (g) final evaluation should reflect two functions: determining a final course grade and as one tool in screening for entrance into the profession.

Jordan, Archie C. "Nine Steps to Improve the Classroom Experience of Student Teachers." THE CLEARING HOUSE 42: 45-48; September 1967.

To produce a quality student teaching experience classroom teachers should (a) begin planning for student teaching before the student teacher arrives, (b) provide a warm welcome and thorough orientation for student teachers, (c) limit the student teacher's initial responsibilities, (d) gradually increase the student teacher's responsibilities, (e) hold frequent conferences with student teachers, (f) provide constructive criticism for student teachers, (g) help the student teacher to develop his own teaching style, (h) emphasize learning as a goal of student teaching and (h) present the total teaching role to the student teacher.

Kirk, Jeffrey, and Amidon, Edmund. "When Student Teachers Study Interaction." THE ELEMENTARY SCHOOL JOURNAL 68: 79-104; November 1967.

Reports a study to observe the effects of training in interaction analysis upon the verbal behavior of student teachers. Student teachers plan, analyze and evaluate their lessons using the Amidon coding system. Results demonstrate that after training in interaction analysis student teachers talk less, give fewer directions, and ask more questions. Pupils report that student teachers trained in interaction analysis are less directive.

Lane, Theodore, and Sherman, John. "The Student Teacher and the School Library." IMPROVING COLLEGE AND UNIVERSITY TEACHING 16: 114-115; Spring 1968.

Asserts the library in the elementary or high school into which a student teacher goes should be an important concern. Contends that teacher education programs should prepare students to deal with problems they will encounter in the use of the library.

Lewis, Clifford G. "Annotated Bibliography of Selected Articles Relating to Student Teaching." JOURNAL OF HEALTH, PHYSICAL EDUCATION AND RECREATION 38: 71-74; September 1967.

Provides an annotated bibliography of articles relating to student teaching from the *Journal of Health, Physical Education and Recreation*. The articles are listed under the headings: The Student Teacher in Training and The Student Teacher in Action.

Lundy, Paul R., and Hale, James R. "Episode Teaching: A Rationale for Inducting Student Teachers into the Teaching Act." JOURNAL OF TEACHER EDUCATION 18: 395-398; Winter 1967.

Outlines a program of study which is now part of the professional sequence at Portland State College in Oregon. The program known as "Episode Teaching" was originally instituted during the school year 1961-62. Lists the stages of the conventional approach of inducting the student teacher into an ongoing program of teacher and class and notes the disadvantages of this approach. The "episode" approach consists of a "self-contained event, not part of an ongoing program but something appropriate to age level and general interest of the children being taught." Topic or subject is derived from interest or strength of the student teacher. The program is concerned with (a) individual differences and experience centered learning, and (b) readiness of the teacher and goals of performance. The student does not appear in the classroom until he is there to do an episode and is introduced to the class as a resource person. If the episode is a failure the ongoing classroom program is not interrupted. Concludes with an evaluation of program and a summary of feedback from students.

McGeoch, Dorothy. "Helping Student Teachers Become Students of Teaching." TEACHERS COLLEGE JOURNAL 39: 18-21; October 1967.

Emphasizes the fact that student teaching should be a time in which a student *studies* teaching as well as practices it. Discusses recent research designed to discover the personal concerns of prospective teachers at different stages of the student teaching experience and descriptive studies of the verbal behavior patterns of teachers. Suggests that these are some ways in which students may develop habits of studying teaching.

Mulhern, J. D. "New Emphasis in Student Teaching." NORTH CENTRAL ASSOCIATION QUARTERLY 42: 200-207; Fall 1967.

Cites a number of serious problems relating to the professional character of the student teaching process and offers suggestions for their solution. Among the problems mentioned are the failure to identify sound criteria for admission to teacher education programs, the failure of institutions to offer an organized theory of teaching, the absence of professional criteria in selecting cooperating teachers and schools, and the failure to orient students for big-city schools. Suggests that teacher education must keep pace with technological innovations and advances in learning theory. Student teachers should be given more advanced laboratory experiences utilizing video tape analysis of various techniques. On the clinical level, they should be provided with a wide variety of direct experiences. Finally, recommends that internship be extended over a complete school year at full salary.

Nelson, Dale E. "What Both Parties Should Remember." BUSINESS EDUCATION WORLD 48: 9-10, 29; January 1968.

Emphasizes the value of a school orientation program for student teachers. Offers the master teacher ideas on what he should expect of the student teacher and how he should fulfill his responsibility to the student teacher. Presents suggestions to the student teacher on the way to handle problems he is likely to encounter.

O'Hanlon, J. P. "Team Approach Provides Varied Student-Teaching Experience." MINNESOTA JOURNAL OF EDUCATION 43: 12-14; November 1967.

Urges the use of a team approach in the student teaching experience. After a brief period of orientation in which the student teacher performs functions similar to those of a teacher aide, he should begin to teach during portions of the class period and take an active role in planning teaching activities. During the next phase of the program, the student teacher and supervising teacher utilize a team-teaching approach to classroom instruction, with the prospective teacher gradually assuming a larger portion of the actual presentation. The final phase is one of joint evaluation of the pupils' work as well as that of the student teacher.

Rancour, L. E. "Student Teacher." MINNESOTA JOURNAL OF EDUCATION 48: 24; December 1967.

Briefly discusses teaching as a professional act and student teaching as a vital key in professional training. Describes the attributes of a teacher and the professional satisfactions of student teaching.

Reuschlein, Phillip L., and Casady, Donald R. "Cadet Teaching by the Undergraduate Physical Education Major." JOURNAL OF HEALTH, PHYSICAL EDUCATION AND RECREATION 38: 67-69; September 1967.

Discusses a Leadership Training course for male physical education students at the University of Iowa. Course is designed to place students in teaching situations which closely simulate those they will encounter in student teaching and in service. Students begin training as observers and assistants and are gradually given teaching assignments of progressively increasing duration and complexity. Upon completion of the course, students are graded on the basis of the mean composite ratings given by all supervising teachers they have assisted.

Schwartz, Sheila. "Student Teacher in a Depressed School." THE JOURNAL OF TEACHER EDUCATION 18: 403-410; Winter 1967.

Chronicles the experience of a white, middle class, social studies student teacher who was shocked and resentful when, with no orientation or prior preparation, she found herself assigned to a culturally deprived, low socio-economic, predominantly Negro junior high school in New York City. Illustrates ways in which the student teacher attempted to bring meaning and relevancy to her teaching.

Soares, Anthony T., and Soares, Louise M. "Self-Perceptions of Student Teachers and the Meaningfulness of Their Experience." THE JOURNAL OF TEACHER EDUCATION 19: 187-191; Summer 1968.

Suggests that students could derive more meaning from student teaching if co-operating teachers were prepared to help them relate theory to practice and to develop a deeper commitment to teaching.

Thompson, C. L. "Job Selection." OHIO SCHOOLS 46: 15-17+; January 1968.

Data secured from a survey of 385 senior students who had completed their student teaching indicate that the three most frequently mentioned factors which influenced them in their overall choice of school district were salary level, school system reputation, and the availability of professional opportunity. Persons who influenced these seniors most in their employment decision were friends, parents, and fiancé or fiancée, in that order. Complete details of all other factors relating to job selection are charted in the article, and implications for solving recruitment problems are drawn.

Vairo, Philip, and Peree, William. "Is Student Teaching Bankrupt?" THE CLEARING HOUSE 42: 451-455; April 1968.

Appraises the current status of student teaching programs. Advocates thought, study and experimentation to remedy weaknesses related to the competence and selection of cooperating teachers, the assignment of college supervisors, techniques of supervision, and criteria for evaluation.

Vassalotti, W. T. "Some Guidelines for Student Teaching." INDUSTRIAL ARTS AND VOCATIONAL EDUCATION 56: 84; October 1967.

Offers guidelines for student teaching. Claims that profitable experience for both master and student teacher can be derived from student teaching if each remembers the prescribed guidelines.

Student Teaching: The Students

Campbell, Donald E. "Dimensional Attitude Changes of Student Teachers." JOURNAL OF EDUCATIONAL RESEARCH 61: 160-162; December 1967.

Reports a study conducted to ascertain change in attitude in pre- and post-responses to the Minnesota Teacher Attitude Inventory (MTAI). The investigation found no significant difference in MTAI attitude scores as a result of a student teaching experience.

Kane, R. B. "Attitudes of Prospective Elementary School Teachers Toward Mathematics and Three Other Subject Areas." THE ARITHMETIC TEACHER 15: 169-175; February 1968.

Presents details of a study to devise a "neutral" instrument for assessing the attitudes of future elementary teachers toward mathematics. A questionnaire was developed in which respondents rank-ordered the areas of English, mathematics, science, and social studies by responding to statements that bore no obvious indication of their design to sample attitudes toward mathematics. Results indicate favorable attitudes toward mathematics and toward the teaching of it in elementary school.

Sorenson, G., and Halpert, R. "Stress in Student Teaching." CALIFORNIA JOURNAL OF EDUCATIONAL RESEARCH 19: 28-33; January 1968.

Reports a study of the nature and sources of discomfort experienced by student teachers during student teaching assignments. Five relatively independent factors were found: stress, uncertainty, role disagreement, personality differences, and dislike of students.

Willman, Carol E. "A Comparison of Prospective Special Education and Elementary Teachers on Selected Personality Characteristics." Unpublished doctoral dissertation. The University of Michigan, 1966.

Compares prospective elementary teachers and special education teachers in relation to their interests, attitudes, and needs. Data compiled reveal that there are some differences in the interests and basic needs of the two groups and that prospective special education teachers are more child oriented and less subject oriented.

Student Teaching: Relationships Between Student Characteristics and Behavior

Hart, Sister M., and Brown, Marjorie M. "Dogmatism as Related to Accuracy of Student Teacher's Judgment of Students." JOURNAL OF TEACHER EDUCATION 18: 429-437; Winter 1967.

Discusses important factors which influence the judgment-making process. Presents three sets of variables and interaction among them: (a) the student, (b) teacher-student, and (c) characteristics of the judge, the teacher. Includes a discussion of the authoritarian personality syndrome. Reports procedures and results of a study involving 75 student teachers' judgment of their students. Concludes with implications of findings.

Kracht, Conrad R., and Casey, John P. "Attitudes, Anxieties, and Student Teaching Performance." PEABODY JOURNAL OF EDUCATION 45: 214-217; January 1968.

Reports findings on relationships between student teacher's attitudes, anxieties, and performance in student teaching. The Minnesota Teacher Attitude Inventory (MTAI), the Student Teacher Evaluation (STE), and the Institute for Personality and Ability Testing Anxiety Scale Questionnaire (IPAT) were used. Findings showed that (a) students with good attitudes tend to get good grades, (b) student "anxieties" are not related to their grades, and (c) students who have "poor" attitudes have a high anxiety level. Recommendations for further research studies are included.

McCaw, W. Ralph. "Cognitive Dissonance and Teachers-in-Training." JOURNAL OF EXPERIMENTAL EDUCATION 35: 4: 50-52; Summer 1967.

The study reported here tested the hypothesis: the student teacher can be authoritarian in personality structure and yet admit to a belief in permissive practices. The Minnesota Teacher Attitude Inventory and the total F-Scale were used as the instruments for collecting data. The hypothesis was not supported.

McFadden, J. D. "Discrimination of Student Teaching Performance on the Basis of Psychological Attributes." THE JOURNAL OF EDUCATIONAL RESEARCH 61: 215-217; January 1968.

Reports a study to ascertain the level of student teaching success on the basis of psychological inventories involving values, attitude, and personality characteristics. Results of the study strengthen the hypothesis that discrimination of success rated groups of student teachers is possible through analysis of specific psychological inventories. However, caution is stressed as to commenting firmly on the results, for certain nebulous and inconclusive identities are evident.

Sontag, Marvin. "Attitudes Toward Education and Perception of Teacher Behavior." AMERICAN EDUCATIONAL RESEARCH JOURNAL 5: 385-402; May 1968.

Examines how attitudes toward education influence the perception of elementary and secondary school teacher behaviors. An 80-item Behavior Q Sort was utilized to measure the perceptions of desirable teacher behaviors. Half the subjects selected sorted the behaviors as to their importance for elementary school teachers, and the other half sorted them as to their importance for high school teachers. Emerging from each analysis were four factors. Elementary school factors were Concern for Students, Structure and Subject Matter, Stimulating Teaching, and Self-Control in Teaching. High school factors were Concern for Students, Structure and Subject Matter, General Subject Matter Presentation, and Norm Rules. It was found that the "Concern for Students" factors, which reflected progressive tenets of teaching, were highly correlated in the two analyses. Likewise, the "Structure and Subject Matter" factors which reflected traditional tenets of teaching were substantially correlated.

82. Taylor, Bob L., and Kean, Robert C. "Divergent Thinkers and Teacher Education." THE JOURNAL OF EDUCATIONAL RESEARCH 61: 417-418; May-June 1968.

Reports a study of students at the University of Colorado and provides some evidence that really able students do not go into teaching. Deals with divergent thinking in teacher candidates and its relationship to other traits such as sex, grade point average, drop-out rate, success in student teaching, and teaching major. Finds that high divergent thinkers were ranked lower on their student teaching than low divergent thinkers.

Wright, B. D., and Tusha, S. A. "Childhood Romance Theory of Teacher Development." SCHOOL REVIEW 75: 123-154; Summer 1967.

Reports results of a "teaching attitudes" questionnaire given to 509 women enrolled in teacher training programs before their student teaching experience. Concludes that bases can be identified in childhood relationships with mother, father, and teachers for the decision to teach in lower school or in high school. Finds that prospective lower school teachers tend to be more relaxed, to be life-oriented toward having, and to recall more satisfying relationships with parents than with teachers; finds prospective high school teachers more controlled, more oriented toward being, and recalling more satisfying experiences with teachers than with parents. Suggests that teacher training programs take account of attitudes formed early in life that influence teachers' relations with pupils' parents.

Yamamoto, Kaoru. THE COLLEGE STUDENT AND HIS CULTURE. Boston: Houghton-Mifflin Company, 1968.

A collection of thirty-nine readings including reports of research studies and selections from books and monographs focusing upon an examination of student and faculty cultures and sub-cultures. The college product is discussed in terms of those who graduate, those who drop out, and those who go on to graduate school. An analysis of ideas relating to the purpose, status, and future of colleges and universities comprises the first and final sections of the book. A bibliography is included in each section.

Yee, A. H. "Interpersonal Relationships in the Student-Teaching Triad." THE JOURNAL OF TEACHER EDUCATION 19: 95-112; Spring 1968.

Reports a study to determine patterns in triad attitude relationships at the beginning and toward the end of the student teaching period; if there are trends in the shifting of attitude relationships from pre- to post-test occasions, and if so, what interpretations concerning triad cohesiveness can be made from such trends. Concludes that the student-teaching triad appears to seek greater dyadic balance at the cost of decreased triad cohesiveness, indicating a great need to find means of improving what is essentially the educational setting in student teaching--the interpersonal relationships in the triad.

Student Teaching: Relationships Between Student Experience and Behavior

Cabianca, William A. "The Effects of a T Group Laboratory Experience on Self Esteem, Needs, and Attitudes of Student Teachers." Unpublished doctoral dissertation. Washington State University, 1967.

Study of the effects of a T Group laboratory experience on self-esteem level, personal needs, and attitudes toward pupils of student teachers. Control and experimental groups were arranged, the latter engaging in a week-long T Group experience. A pre-test, a post-1[1] test six weeks later, and a post-2 test three months after the post-1[1] test were administered to both groups. Relative to self-esteem scores, both groups showed significant changes on the Total Positive Self score between the pre- and post-2 results. On the needs level, the groups differed on some scales between the pre- and post-1 tests. However, no significant differences were noted between the groups on the pre-tests or on the post-2 scores. Both groups changed positively on the results of the Minnesota Teacher Attitude Inventory.

Gowland, Bobby B. "Changes in Student Teachers' Judgments of Teacher Behavior." Unpublished doctoral dissertation. University of Minnesota, 1967.

A study of changes in student teachers' estimate of the relative importance of stated patterns of teacher behavior, based on a 64-item Teacher Behavior Q-Sort. The data revealed that student teachers had fixed concepts of what good teaching behavior was and did not significantly change these concepts during the student teaching experience.

Gaffga, Robert M. "Simulation: A Method for Observing Student Teacher Behavior." Unpublished doctoral dissertation. The University of Tennessee, 1967.

A study to determine whether student teacher behavior may be effectively observed through use of the simulated setting. Control and experimental groups were used in the study, each being rated according to Ryan's Classroom Observation Record. The data indicate that the simulated setting does provide a framework within which student teaching behavior may effectively be observed. This conclusion is drawn from ratings by college professors and by behavior later exhibited in regular student teaching. The study further concludes that simulation does not effect changes in student teachers' critical behavior.

Hay, Wayne K. "Organizational Socialization: The Student Teacher and Pupil Control Ideology." JOURNAL OF EDUCATIONAL RESEARCH 61: 153-155; December 1967.

Finds support for the hypothesis that student teachers will be significantly more custodial in their pupil control ideology after their student teaching experience than before. Raises questions for further research relative to the socialization of student teachers and neophyte teachers.

Hayes, Truman, and Price, Edwin F. "Integration of Psychoanalytic Understanding of Children into the Professional Preparation of Elementary Teachers." THE JOURNAL OF TEACHER EDUCATION 19: 265-266; Summer 1968.

Presents an experimental program conducted by Kansas State Teachers College and the Mennenger Foundation aimed at giving the prospective teacher an effective and operational understanding of themselves and their pupils so that mental health and positive emotional growth will influence classroom experiences both for teachers and children.

Holmes, Fred E. "The Effect of a Community Field Study on the Tolerant-Prejudice Attitude of Prospective Secondary Teachers Toward Negroes." Unpublished doctoral dissertation. University of Denver, 1967.

Two groups of subjects were exposed to varying experiences with Negroes, while a third group, not sharing these experiences, served as a control. The Campus Group listened to Negro speakers, engaged in discussions, viewed motion pictures about Negro urban society, and so on. The Field Group, through visits to homes, schools, and businesses, met Negroes in a community setting. Data secured through administration of a battery of tests revealed that anti-Negro prejudice may be reduced to a significant degree by both types of contact, although it appears that the community, or field contacts, were more influential in changing attitudes than were the campus experiences. The study also identified some social and personal teacher characteristics associated with "relatively unstable anti-Negro prejudice."

Kerber, James E. "Study of Selected Student Teachers and Modifications of their Self-Concept Through Use of Portable Video Tape Recordings." Unpublished doctoral dissertation. Wayne State University, 1967.

Explores the use of portable video tape equipment and its effect in changing the self-concept of student teachers. While the results of the study indicate that there was little identifiable modification in student teacher self-concept, the students, through viewing video tapes of their teaching experiences, recognized the need for greater "awareness" in the classroom, developed a more realistic view toward teaching, and became more critical of their own and others' teaching behavior.

McComas, J. D., and Oxer, John E. "Graduates' Perceptions of Research." IMPROVING COLLEGE AND UNIVERSITY TEACHING 16: 118-119; Spring 1968.

Presents findings on the question, "What do graduate students in Teacher Education who have not had a course in research perceive as the nature and purpose of research," from data collected during five semesters over a three-year period at New Mexico State University. Includes statistical data tables.

Triplett, D. "Student Teachers Rank Their Needs." MICHIGAN EDUCATION JOURNAL 45: 13-14; November 1967.

Describes a study to determine those aspects of the teaching act that are of most concern to student teachers. Ninety-five elementary and secondary school student teachers were given a list of twenty-three items and asked to rank them according to the need they felt for greater preparation prior to and after completing their student teaching experience. The variance in ranking was rather stable. Complete results of the study are clearly charted in the article.

Vars, G. F. "Examination of the Relationship Between Success in Junior High School Practice Teaching and Prior Experience with Children." TEACHERS COLLEGE JOURNAL 39: 64-67; November 1967.

Reports a study to determine whether prior formal leadership experience with children increases the likelihood of success in student teaching. While the findings indicated that prior formal leadership experience bore no noticeable relationship to success in practice teaching, the report recognizes the limitations of this study in two areas: (a) possible misjudgement in identifying prior experience, and (b) lack of explicit criteria in determining student teaching grades.

Vaughan, Catherine D. "An Investigation into the Effects of Three Distinctly Different Student Teaching Programs Upon Teacher Characteristics." Unpublished doctoral dissertation. University of Southern Mississippi, 1967.

Presents research designed to study the effect that three different student teaching programs had on the desirable teacher characteristics measured by Ryan's Teacher Characteristic Schedule. Plan I utilized a full day, full semester teaching program; Plan II employed a full day, full quarter; and Plan III used a half-day, full semester schedule. Among the findings of the study were the following: (a) a significant difference was noted between the plans when measured by the Teacher Characteristic Schedule, (b) a significant difference was found between the student teachers in each of the plans at the different grade levels when measured by the Teacher Characteristic Schedule, (c) no significant difference was noted between student teachers at the lower or upper elementary levels.

Von Redlich, Jean Dwyer. "A Study of Group Process as a Factor of Change in Student Teaching." Unpublished doctoral dissertation. University of Alabama, 1967.

Reports a study to measure the effect of focus on group process on the "openness" of student teachers, their willingness to disclose themselves to others, and their students' perception of them. Conclusions indicate that regardless of treatment, all groups in the study became more closed, all groups were more willing to reveal attitudes and opinions to a mother or to closest female friend, and all groups were perceived by their high school students as being basically similar in the pre- and post-tests.

INTERNS AND BEGINNING TEACHERS

Anderson, Frances M. "Guideposts for Beginning Teachers." THE MUSIC EDUCATORS JOURNAL 54: 37-38; October 1967.

Suggests guides for beginning teachers in evaluating their relationship with classes and with individual pupils. Urges teachers to assist students in identifying personal goals and in realizing progress towards achievement of such goals and to improve their teaching by selecting elements from a variety of methods and teaching styles. Music class preparation should be afforded the same care and attention given to the preparation of a major concert or recital.

Babcock, Robert J. "How to Hook Those First-Year Teachers." SCHOOL MANAGEMENT 12: 60-62; March 1968.

Reports a survey of factors 491 college seniors listed as important in making decisions about the selection of their first teaching position. Respondents indicated they were significantly influenced by geographic location, philosophy of a district, size of the paycheck, freedom to teach, grade level openings, and nature of social and personal contacts. Study revealed that personality of the principal as well as working hours, age of building, and size of the school system does not matter greatly to more than 70% of the candidates questioned.

Bond, George W., and Smith, George J. "First Year of Teaching." THE NATIONAL ELEMENTARY PRINCIPAL 47: 55-59; September 1967.

Reports a study which sought to identify and analyze methods used in the selection, appointment, orientation, supervision, and in-service training of new teachers. Findings indicate that, in many instances, supervisors were not effective in providing support and guidance to new teachers. Concludes that "the introduction of beginning elementary school teachers to their new profession is a haphazard affair at best."

Crow, P. "Retreat for Becoming Teachers." THE TEXAS OUTLOOK 51: 20+; July 1967.

Describes a three-day meeting of teachers-to-be with college representatives as leader-stimulators. Large and small group meetings were designed to raise pertinent questions and to permit the discussion of prevailing problems in education. Emphasis was placed upon the I-Thou relationship of Martin Buber and its relevance to the teaching-learning situation.

Darland, D. D. "The New Critics: Message: Involve Students." JOURNAL OF TEACHER EDUCATION 18: 387-388; Winter 1967.

Summarizes suggestions made at four regional conferences on student and beginning teachers, sponsored by the National Institute for Advanced Study in Teaching Disadvantaged Youth. For example, (a) freshman or sophomore students should work with children as teacher aides, teacher assistants, tutors, or recreation aides; (b) all students should have live-in experiences in communities socially different from their own; (c) they should have experience at all grade levels to see general development of the child; (d) they should work with children having special problems; (e) their student teaching experience should be subjected to immediate analysis and evaluation by using video taping, role playing, or continuous coaching by an instructor. Major theme of the conferences focused on a demand for relevant laboratory experiences.

Dickmann, Lenore W. "Observation of Intern Teaching as a Technique to Improve Teaching Methods Used by the Observer. Summary." Madison: University of Wisconsin, August 1967. Abstract: ERIC, ED 015-890, SP 001-401.

Reports a study to measure (a) the effect of training in Flanders' Interaction Analysis upon the classroom verbal behavior of interns, and (b) the relationship between the interns' perceptions of teaching problems and their classroom behavior. No evidence was produced to support the hypothesis that the classroom verbal behavior of interns learning interaction analysis is more indirect or that there is a relationship between intern perception of teaching problems and classroom verbal behavior.

Fullerton, Bill J. "Continuing Teacher Education." PARTNERSHIP IN TEACHER EDUCATION. Washington, D.C.: American Association of Colleges for Teacher Education, 1968.

Asserts that continuing teacher education is not something done to school staffs. It is a program of self-improvement selected, planned, and led by them. Describes Portland's Carnegie Program as an example of what continuing teacher education means in practice.

Gardner, Harrison, and Henry, Marvin A. "Designing Effective Internships in Teacher Education." THE JOURNAL OF TEACHER EDUCATION 19: 177-186; Summer 1968.

Points out the limitations of student teaching as the single and/or culminating professional laboratory experience. Describes the major types of current internships in teacher education and a framework within which current programs can be evaluated. States that programs can be improved if a unifying theory of teacher education is established including a scheme for building desirable relationships between colleges and schools.

"How Can a Principal Best Help a First Year Teacher?" THE INSTRUCTOR 77: 21; December 1967.

Discusses the problem of helping a first year teacher who understands the child's role in the learning processes but lacks methods and techniques to carry out her theories effectively. Suggestions are made to develop trust, to stress that routine provides security in children, to provide a system of support and counseling from supervisors and other teachers.

Martin, Clyde. "Emotional, Social and Psychological Make-Up of the Teacher and Its Relationship to Teaching." CHILDHOOD EDUCATION 44: 235-238; December 1967.

Presents the results of a study to determine the relationship among selected personality characteristics and constructive teaching behaviors of student teachers and first year teachers. Standardized instruments were used for psychological assessment. Data from rating scales and personal evaluations were collected during two years of professional work. Suggests further examination of two assumptions: (a) teaching candidates should be, above all else, effectively functioning human beings, and (b) teaching success may be related to a particular type of teaching position.

Millett, Gregg B. "Comparison of Four Teacher Training Procedures in Achieving Teacher and Pupil Translation Behaviors in Secondary School Social Studies." Unpublished doctoral dissertation. Stanford University, 1967.

Conducted to determine whether specific oral behaviors of intern teachers and their pupils could be changed by different training procedures. Unstructured discussion, oral instruction, demonstration, and oral instruction plus demonstration were the four types of training used in the study. Results indicate that certain oral behaviors of interns and their pupils can be changed by comparatively short presentation-type training procedures. It was found that oral instruction, demonstration, and oral instruction plus demonstration methods effected changes in the specified behaviors, with the latter procedure appearing to be more effective than any of the others taken singly.

Moss, Robert H. "Redefining the Internship." THE JOURNAL OF TEACHER EDUCATION 18: 399-402; Winter 1967.

Describes the undergraduate internship program at Colorado State College in which each intern is accepted as a regular faculty and team member certified by the state department of education and contracted with and paid by the local school district. Indicates definite advantages of this experimental program as compared to the regular student teaching program. Foresees the undergraduate internship program some day replacing student teaching experience.

Smith, E. Brooks, and others. "Toward Real Teaching: A Team Internship Proposal." THE JOURNAL OF TEACHER EDUCATION 19: 7-16; Spring 1968.

Describes a pilot project of team internship conducted by the Detroit Public Schools and the Elementary Education Department of Wayne State University. The team consists of four interns, students who have had previous student teaching experience, a Teacher-Director who serves as the director of the internship unit, a Clinical Instructor who coordinates the program, and a Clinical Professor who acts as adviser to the program. The interns, assigned in pairs, assume responsibility for their classrooms and develop their own programs, with an experienced teacher available for guidance. The plan is designed to offer students greater opportunities for more meaningful experiences than traditional student teaching experiences.

Stanford, G. H. "What I Learned as a Beginning Teacher." SCHOOL AND COMMUNITY 54: 14-15; February 1968.

Reflections of problems encountered in teaching English, noting especially discrepancy between book-knowledge preparation and actual encounter with students and discipline techniques.

Toeld, John T. "A Study Contributing to the Professionalization of the Role of Intern Consultant." Unpublished doctoral dissertation. Michigan State University, 1967.

Designed to investigate the multi-role performance of intern consultants. These role evaluations as perceived by interns and intern consultants were related to the respondent's choice of the superior to whom he felt most responsible. Although no significant relationship could be determined, interns perceived as the superior most responsible to public school personnel, university coordinator and intern consultant, in that order. Findings suggest that for interns, public school personnel tend to be regarded as professional models. The study also reports other findings relative to program strengths and weaknesses and the relationship of socio-economic and educational variables to the self-perceived role evaluations of consultants.

Art, E. P. "Pre-Student Teaching Laboratory Experiences." PARTNERSHIP IN TEACHER EDUCATION. Washington, D.C.: American Association of Colleges for Teacher Education, 1968.

Pre-student teaching laboratory experiences will more likely achieve their potentially high level of significance when they are pursued within a systematic, organized, logically developed frame of reference. Experiences need to be based on a sound and consistent rationale. They should have a discernible structure and should be closely related to other facets of the pre-service curriculum.

Barbour, Chandler. "Reactions to Cooperative Ventures: A Review of Critique Group Discussions at the Workshop Symposium." PARTNERSHIP IN TEACHER EDUCATION. Washington, D.C.: American Association of Colleges for Teacher Education, 1968.

Summarizes statements which represent endorsements, pleas, concerns, and feelings of interested people that should be considered when proceeding toward the goal of better teacher preparation through collaboration.

Clothier, Grant. "Cooperative Program for Urban-Deprived Teaching Helps Prepare Teachers." SCHOOL AND COMMUNITY 54: 26-27; February 1968.

Reports that in 1966 thirteen liberal arts colleges joined to form the "Cooperative Urban Teacher Education Program" to prepare teachers for work with children in deprived areas. The core of the program consisted of field experiences and instruction from inter-disciplinary teams. Instructional content was drawn from the disciplines of sociology, psychology, and teacher education. Most significant outcome was the development of a cooperative program involving public schools, liberal arts colleges, and a large urban multi-purpose university.

Corrigan, Dean. "Affiliated Schools and Research and Development Centers." PARTNERSHIP IN TEACHER EDUCATION. Washington, D.C.: American Association of Colleges for Teacher Education, 1968.

Introduces a general appriasal of two types of cooperative projects: (a) affiliated schools, and (b) research and development centers. Objective of the seven programs described is to shorten the distance between thought and action, and to make the discoveries of educational research operational. To achieve their goal the agencies conducted basic educational research, developed cooperative field testing and evaluation, participated in disseminating research findings and prepared personnel for leadership in these activities. The following issues were discussed: (a) the meaning of partnership, (b) the need for role clarification, (c) the nature of financial support, and (d) the evaluative reactions to a research-action continuum rationale.

Doherty, V. W. "Continuity of Preservice and In-service Education." NATIONAL EDUCATION ASSOCIATION JOURNAL 57: 26-27; May 1968.

Discusses the need for uniting schools and colleges in an effort to provide truly meaningful teacher education programs. Cites an example of such an effort being made in New York City in which the curriculum and programs within the school determine every aspect of teacher education. Discusses the role of the federal government in in-service education.

Evjen, Myrtle. "Role of the Cooperating School." JOURNAL OF TEACHER EDUCATION 18: 411-415; Winter 1967.

States that participation in teacher preparation programs should be a cooperative endeavor of state, cooperating school, college, and professional organizations. Focuses on the responsibilities of the cooperating school at the secondary level. Cooperative involvement should begin with representational membership on committees of professional organizations working with the state in determining minimal student teaching standards. Involvement continues with the cooperating school's recording and making public its policies as they relate to cooperative endeavors. Commitment to attaining policies of high professionalism in a student teaching program is needed.

Graham, Jewel. "The Antioch Program for Interracial Education--The First Three Years. 1964-1967." Yellow Springs: Antioch College, 1967. Abstract: ERIC, ED 015-965, UD 004-355.

Discusses a program for disadvantaged high school students with a potential for academic work. Major impact of the college on these students was cultural shock. Effect of the fifty disadvantaged students upon the college has been complex and is still to be evaluated. Suggests a need for further analysis of the nature of the selection process, the predictive factors for adjustment and success in the program, the role of the administration, and the desirability of including minority groups other than negroes in the program.

Hetenyi, Laszlo. "The Politics of School-College Cooperation in Student Teaching." PARTNERSHIP IN TEACHER EDUCATION. Washington, D.C.: American Association of Colleges for Teacher Education, 1968.

Analyzes the political interplay of personal and organizational goals and forces which constitute the inter-institutional process called student teaching. Power components of organizations and roles can react harmoniously or discordantly. To manipulate the forces so that optimum conditions result is the supreme test of the politics of school-college cooperation in student teaching.

Jackson, James B. "An Evaluation of the Relative Importance of the Various Functions Performed by a Campus Laboratory School." THE JOURNAL OF TEACHER EDUCATION 18: 293-303; Fall 1967.

A study of the functions of laboratory schools, particularly as they serve the teacher education program of a sponsoring institution. Findings provide defensible rationale for ranking laboratory schools with respect to their contribution to pre-service teacher education programs. The priorities are as follows: (a) experimentation, (b) research and study, (c) participation, (d) observation, (e) demonstration teaching, (f) in-service leadership, and (g) student teaching.

Johnson, Patrick. "An Assessment of the Administrative Organization of a Cooperative Venture." PARTNERSHIP IN TEACHER EDUCATION. Washington, D.C.: American Association of Colleges for Teacher Education, 1968.

Presents research on the assessment of administrative organization for cooperative teaching centers. Negative responses centered around factors of time and finance. Positive responses centered around the existence of better communication between school and colleges, improved quality of student teachers, and administrators being more actively involved in professional laboratory experiences.

Khan, A. A. "Child Development in Higher Education; Child Development Centers." CHILDHOOD EDUCATION 44: 308-312; January 1968.

Reports a general view of college- and university-related child development centers. Centers are established to conduct and provide facilities for research, provide education and training for students and professional personnel, and provide services to special groups in the community. Psychologists constitute the largest group among staff members drawn from many fields, including home ecnomics, sociology, education, and medicine.

Lien, Ronald L. "Professional Laboratory Programs in Russia." THE JOURNAL OF TEACHER EDUCATION 18: 313-319; Fall 1967.

Russian educators unanimously agree that professional laboratory experiences are of prime importance in the preparation of teachers. No problems appear to exist in the selection of cooperating schools and in the selection of competent supervising teachers. Russian student teachers report maintaining discipline and classroom management to be the most common problems they face.

Lindsey, Margaret. "Speculations on the Future of Teacher Education and Cooperative Endeavors." PARTNERSHIP IN TEACHER EDUCATION. Washington, D.C.: American Association of Colleges for Teacher Education and Association for Student Teaching, 1968.

Analyzes selected conditions that bear on future cooperative endeavors in teacher education. Proposes the kinds of changes needed if cooperative endeavors are to be effective in preparing teachers.

Nickerson, J. "Emerging Administrative and Regulatory Developments." PARTNERSHIP IN TEACHER EDUCATION. Washington, D.C.: American Association of Colleges for Teacher Education and Association for Student Teaching, 1968.

Focuses on the conflicts in structure and traditions among the participating agencies in school-college relationships. Problems of dealing with differences in autonomous structures, governance in terms of policy development and implementation, agreements on roles, and the transformation of policies into actions are discussed.

Ohles, John F. "Is the Laboratory School Worth Saving?" THE JOURNAL OF TEACHER EDUCATION 18: 304-307; Fall 1967.

Sees two major reasons for a decline in the number of laboratory schools--the rapid increase in the size of teacher education programs making laboratory schools unable to provide for student teachers and the influence of sputnik propelling the education profession into the scientific age. Suggests that in the future laboratory schools lacking sufficient purpose to justify staff, plant, and budget will be eliminated; those providing significant contributions, particularly from research, will continue to operate.

Owen, George H. "The View from the Other Side: The Role of the Public Schools in Student Teaching." PARTNERSHIP IN TEACHER EDUCATION. Washington, D.C.: American Association of Colleges for Teacher Education, 1968.

Successful cooperation between school systems, universities, classroom teachers, and college supervisors is based on mutual respect, common purpose, and an intent to make the student teaching program work to improve the profession of education. Describes seven areas of concern for public school administrators centering around three categories: (a) selection, training, load, and status of sponsoring teachers; (b) principals, supervisory staff, and university staff involvement in assuming more responsibility for the student teaching program; and (c) flexibility in student teaching time schedules.

Perdew, Philip W. "Reflections on a Conference." PARTNERSHIP IN TEACHER EDUCATION. Washington, D.C.: American Association of Colleges for Teacher Education, 1968.

Summarizes the major themes of a Workshop Symposium: (a) closer school-college relationships are needed, but the ensuing need for evaluation of and adjustment to new roles and responsibilities follows from the innovating mechanisms and structures proposed, (b) old arrangements for student teachers are considered ineffective and are being remodeled, and (c) foundations for a modern teacher education program are being laid.

Schacht, Elmer J. "The Building Approach to Student Teaching." PARTNERSHIP IN TEACHER EDUCATION. Washington, D.C.: American Association of Colleges for Teacher Education, 1968.

Proposes an approach to student teaching based on a form of team supervision that utilizes the full resources of a school staff in conjunction with the supervisory personnel from the college. Each building supervisory team consists of the school principal, a college advisor, a school advisor, and the school faculty. Student teachers are assigned to class or situations that meet their needs and will develop their potential to the maximum.

Smith, E. Brooks, and Goodlad, John L. "Promises and Pitfalls in the Trend Toward Collaboration." PARTNERSHIP IN TEACHER EDUCATION. Washington, D.C.: American Association of Colleges for Teacher Education, 1968.

States that collaboration between the school, universities, state agencies, and professional organizations is necessary. Stresses that a cooperative program promises to lead to a breakthrough in implementing new ideas, engaging in operational research, providing more clinical experiences and in-service teacher education, and making teaching a great profession. Some pitfalls of such an organizational restructuring are mediocrity, conformity, big power take-over, or bureaucratic delay. These pitfalls can be avoided by judicial placement of responsibilities. Concludes with a detailed sample of how collaboration could be put into effect at statewide, regional, and local systems.

Smith, Emmitt O. "Description and Analysis of Emerging Partnerships: State and Regional Approaches." PARTNERSHIP IN TEACHER EDUCATION. Washington, D.C.: American Association of Colleges for Teacher Education, 1968.

State and regional approaches to partnerships in teacher education which fall into three categories: the state-federal approach, and the multi-state approach. Ten state and regional partnerships are reported naming the collaborating institutions, the purposes of partnership, the administrative structure, the financial considerations, and the special characteristics which make each project unique.

Smith, E. Brooks. "Teacher Education: Joint Responsibility." NATIONAL EDUCATION ASSOCIATION JOURNAL 57: 19-20; May 1968.

Urges a collaboration between schools and universities as a necessary step toward providing a realistic clinical preparation for teachers. The creation of a cooperative intra-institution with its own autonomy will permit the pooling of resources and ideas and permit the inauguration of programs not otherwise possible.

Southworth, Horton. "Issues and Problems as Viewed by a Large, Multi-Purpose State University Located in a Small City in Establishing Off-Campus Student Teaching Operations." PARTNERSHIP IN TEACHER EDUCATION. Washington, D.C.: American Association of Colleges for Teacher Education, 1968.

Examines issues and problems encountered in establishing a student teaching center some distance from a university campus. States that the resident coordinator should be a university person who is school based and believes in partnership in teacher education. The cooperating teacher should be one who properly demonstrates accepted teacher behaviors for emulation by new candidates. This person should receive some recognition, financially or otherwise.

Tannenbaum, Harold E., and Lacey, Archie. "For Elementary Teachers: Mass In-serVice Education?" EDUCATIONAL LEADERSHIP 25: 51-53; October 1967.

Asks if personalized, experimental in-service education can be brought to large numbers of elementary school teachers so that each of them can be helped to change his pattern of teaching behavior. Finds that at the Hunter College NDEA Institute in Science for Disadvantaged Urgan Areas it has been clearly demonstrated that the idea is feasible and that such training can be administered effectively through a cooperative endeavor between college personnel and the supervisors who work directly with teachers in their day-to-day interaction with elementary pupils.

Vanderlind, Louis F. "Cooperative Student Teaching Centers." PARTNERSHIP IN TEACHER EDUCATION. Washington, D.C.: American Association of Colleges for Teacher Education, 1968.

Presents seven models to be examined by those wishing to develop, to expand, or to understand the various organizational patterns, administrative structures, and procedural operations in cooperative student teaching centers. Problems to be avoided as well as guides for action are also included.

IV. ASSESSMENT IN TEACHER EDUCATION

Entries appearing in this section deal with various aspects of assessment including evaluation of student learning related to general and specific objectives of teacher education curricula, development of institutional standards, and licensure to teach.

American Association of Colleges for Teacher Education. STANDARDS AND EVALUATIVE CRITERIA FOR THE ACCREDITATION OF TEACHER EDUCATION: A DRAFT OF THE PROPOSED NEW STANDARDS, WITH STUDY GUIDE. Washington, D.C.: the Association, December 1967.

Presents a preliminary draft of the standards and evaluative criteria for the accreditation of basic teacher education programs. Includes a study guide to assist readers in focusing their attention on some of the features of the proposed standards. Also includes the current NCATE accreditation standards as a basis for comparisons.

American Association of Colleges for Teacher Education. "The Continuing Search for Criteria." CHANGING DIMENSIONS IN TEACHER EDUCATION. Twentieth Yearbook. Washington, D.C.: the Association, 1967.

Claims that an immediate obstacle to the establishment of criteria for judging teaching is the profound disagreement about the purpose and nature of education in our society and the role of the teacher in the schools. Contends that we must establish a set of personality or behavioral traits that uniquely determine good teaching. Such criteria should eliminate the need for defensiveness in teacher education. The search for criteria must be undertaken by persons who have examined their own commitment to the teaching profession and who can avoid fantasies and rationalizations. Suggests that too much emphasis has been placed on the use of observation schedules that are not realistic for the evaluation of teaching.

Barrett, C. O. "Certification: The Need for Reform." NEW YORK STATE EDUCATION 55: 16; March 1968.

Urges reform of New York State certification policies which have failed to meet the need for staffing schools with qualified personnel. States that teacher involvement in these reforms is a necessity. Suggests that the solution to the teacher shortage is not to be found in a reduction of certification standards but in improved starting salaries, improved professional working conditions, and increased recognition for the teaching profession.

"Backward Step by State Board: MEA Fights for Certification Standards." MICHIGAN EDUCATION JOURNAL 45: 4-6; January 1968.

Takes serious issue with the State Board of Education which relaxed standards for temporary teaching permits by extending 60-day permits to 90 days and 90-day permits to 180 days. In effect, the board has approved the use of "temporary" permits for full-time teaching. The Association deplores the move as "educationally unsound" and contends that it will destroy the effectiveness of the remaining portions of the standards. The MEA affirms its determination to work "aggressively and creatively on the solution of this problem."

Cornell, William A. "The Need for a Professional Standards and Practices Law." PENNSYLVANIA SCHOOL JOURNAL 116: 525; May 1968.

Proposes a professional standards act to legalize the professional status of teachers. Examines briefly the current status of teachers and existing governing regulations. Outlines points for major consideration and suggests that the proposed professional standards act include (a) a law granting the power of accreditation of teacher education programs to the standards board, (b) requirements for teachers to be educated according to standards set by the profession, (c) expulsion of teachers without a valid certificate, and (d) provision for a defined legal code of ethics. Discusses each aspect of the proposed act and major questions to be considered. Asserts that such an act will allow teachers to act like professionals with legal rights and responsibilities.

Flanagan, John C. "Needed Research in Teacher Selection." New York: New York City Board of Education, 1967.

Identifies four areas of needed research in teacher selection: (a) To identify behaviors that define the effectiveness in teaching tasks, many sets of requirements are needed. Proposes task analysis procedures and critical incident techniques. (b) Evaluation must be made in a variety of activities with a number of types of students. (c) Long-range studies may provide data helpful in predicting teacher effectiveness. (d) Research on teacher turnover should concern itself with the influence of family duties on young women teachers. Placing new teachers in difficult schools should be studied as a causal factor in high teacher turnover.

Fagan, Bernard T. "T and I Teacher Preparation Takes a New Track in Kentucky." SCHOOL SHOP 27: 58+; February 1968.

Presents an approach to recruitment and training of trade and industrial teachers. Contrasts the conventional program with the new. Conventional requirements consisted of a high school diploma and three years of trade experience. Outlines briefly program procedures which include (a) placement on the payroll those recruited at the outset of the summer training session, (b) required teacher education course in principles of trade teaching, (c) student teaching, (d) additional course work in trade analysis and organization of teaching materials, and (e) provision for time spent organizing classrooms. Discusses the need for training educational leaders and coordinators for this program.

Lane, Dorothy. "Certification of Teachers--A Part of Improving the Quality of Education for Young Children." YOUNG CHILDREN 23: 3-13; October 1967.

Reviews six national events beginning with the White House Conference in 1960 to the initiation of pilot programs for Project Follow Through in 1967 by the Office of Economic Opportunity and the Office of Education. Foresees continued emphasis on education for young children and the establishment of more extensive government funding. An increasing need for personnel to staff such programs led the Iowa Department of Public Instruction to establish standards, regulations and rules for the approval of all public, parochial and private nursery schools. Certification standards for nursery-kindergarten teachers were also established. A set of guidelines have been prepared to aid colleges in planning programs for prospective nursery and kindergarten teachers.

Mars, Walter J. "Where Does Technology Fit in the Accreditation of Teacher Education?" AUDIOVISUAL INSTRUCTION 12: 1034-1035; December 1967.

Seeks support from teacher educators, including instructional materials specialists, to determine answers to questions concerning competencies, strategies, resources, and programs of audio-visual instruction relative to the greater and more efficient application of the new technology in the accreditation standards.

McClure, L. Morris. "Screening for Teacher Education." EDUCATIONAL LEADERSHIP 25: 144-148; November 1967.

States that teacher education is in need of intensive research activity directed toward the analysis of teaching behavior and procedures for applying these findings to the screening process. Significant elements of teaching behavior should become the heart of the pre-service program. Students should be involved with learners in classroom situations from the beginning of the professional sequence. Screening for teacher education should be a matter of continuous evaluation of teaching performance.

Moss, T. C. "Certification Reform: A Clarion Call." NEW YORK STATE EDUCATION 55: 37; May 1968.

Praises recent recommendations for a revision of present certification policies in New York. Suggests that a number of certificates are too broad in scope and asks, for instance, whether primary grades require a different kind of certificate, or if teachers should be certified on the basis of the level at which they function, i.e., primary, intermediate, or high school. Raises questions about the subject-matter competencies that should be required of teachers, how such competencies should be evaluated, and the proper balance between theory and practice in professional programs.

"New Certification Code." MICHIGAN EDUCATION JOURNAL 45: 21-22; September 1967.

Praises the passage of a stricter teacher certification code by the State Board of Education. The principal change incorporated in the code is the amount of credit hours required for continuing certification. The new code raises this requirement from ten to eighteen hours beyond the baccalaureate degree. The state association had recommended an increase to thirty hours.

"Professional Practices Act; What Is It All About?" MICHIGAN EDUCATION JOURNAL 45: 9-10; January 1968.

Describes the Professional Practices Act which was drafted by the Michigan Educational Association. The act provides the legal structure for achieving self-rule within the profession. The act would permit the profession to set its own standards for the acceptance and continuation of teachers in the profession. Statewide meetings were planned in order to permit MEA members to discuss the proposal, the "first significant challenge in the United States to lay control over the professional aspects of public education." Text of the proposal is included.

102. Reavis, Charles A., and Hackney, Ben H., Jr. "Junior High Teacher Certification; Necessity or Luxury?" THE HIGH SCHOOL JOURNAL 51: 173-177; January 1968.

Maintains the position that pre-service preparation of junior high school teachers should be unique. Recommends that the training of junior high school teachers should include courses on the teaching of reading, instruction in guidance, and techniques of conducting practical experience projects. Cites several reasons why future junior high school teachers should receive specific certification requirements. Contends that, left to their own devices, the colleges are only developing partial programs. Advocates joint state certification agency-college cooperation to develop a certification program as distinct as the concept of the junior high schools. Argues that it is time that the junior high school be accorded recognition as complete as that of the elementary and high schools.

"Requirements Raised to Meet Future Demands." MINNESOTA JOURNAL OF EDUCATION 48: 24; November 1967.

Briefly enumerates changes in teacher certification regulations. Among the more significant items are the following: (a) Any Minnesota teacher certified after September 1, 1966, must, within seven years, acquire a college major in the subject he teacher, and (b) Beginning September 1, 1969, teachers with limited permits must complete eight degree credits before their permits may be renewed. Other changes affect teachers of health and driver education as well as coaches and administrators.

Schilson, Donald L. "Elementary Teacher: Professional Profile, Appraisal, and Training." PEABODY JOURNAL OF EDUCATION 45: 198-201; January 1968.

Reviews the findings of the NEA report on the qualifications and academic standing of elementary school teachers. Deals with assessment of intellectual ability and adequacy of preparation. Outlines ways colleges can improve their teacher preparation programs in terms of length and concentration in special education.

Stinnett, T. M.; Frady, Edna N.; and Pershing, Geraldine E. A MANUAL ON CERTIFICATION REQUIREMENTS FOR SCHOOL PERSONNEL IN THE UNITED STATES. Washington, D.C.: National Education Association, 1967.

Contains a summary of preparation-certification standards. Includes certification requirements for teachers, supervisors, administrators, and special school service personnel in the fifty states, Puerto Rico, and the District of Columbia. Provides guides to securing teaching positions in the United States and abroad. Lists teacher education institutions and approved programs, separate-name certificates issued by the states, and advisory councils on teacher education.

"Teacher Education Programs in New York State; List of Certification Areas with Colleges Having Approved and Registered Programs in These Areas." NEW YORK STATE EDUCATION 55: 32A-32D+; May 1968.

Offers detailed information for persons who wish to qualify for a teaching certificate in New York State. Describes the step-by-step procedure to be followed in securing certification through the Approved Program Approach, or the Evaluation of Courses Approach. Presents a complete, updated list of all approved institutions in the State of New York and the types of teaching certificates for which they offer programs.

Terwillinger, Gordon. "Report, the National Certification Board." THE AMERICAN MUSIC TEACHER 17: 15; November 1967.

Reports the results of a meeting of the Music Teacher National Association Certification Board, reviewing thirty state certification plans. Principles guiding the board's deliberation include (a) approval of those parts of state plans supporting the recognition of private music teaching as a profession, and (b) the use of restraint in determining degree equivalencies.

Williams, R. F. "Should Teachers Be Tested?" VIRGINIA JOURNAL OF EDUCATION 61: 10; April 1968.

Urges the Virginia State Department of Education to consider the fact that the National Teachers Exam is not designed to determine the competency of teachers already in the profession. Observes that the further teachers are removed from their period of initial preparation, "measures of their academic achievement in college become decreasingly useful." He recommends, however, that these tests be used as one device in determining initial certification since "they do test the general awareness of teachers to a large body of knowledge."

104. Woellner, Elizabeth H., and Wood, M. Aurilla. REQUIREMENTS FOR CERTIFICATION FOR TEACHERS, COUNSELORS, LIBRARIANS, ADMINISTRATORS FOR ELEMENTARY SCHOOLS, SECONDARY SCHOOLS AND JUNIOR COLLEGES 1967-1968. Thirty-second edition. Chicago: the University of Chicago Press, 1967.

Presents summaries of initial certification requirements for teachers, counselors, librarians, and administrators for elementary and secondary schools and junior colleges. Describes the recommendations of regional and national accrediting associations and gives sources of information regarding teacher applications in the United States possessions and territories.

COLLEGE TEACHING IN PROFESSIONAL EDUCATION

Dey, Glen, and Low, Harvey. "Team Teaching--A Dyadic Approach." IMPROVING COLLEGE AND UNIVERSITY TEACHING 16: 23-25; Winter 1968.

Describes the utilization of team teaching in an educational psychology course having multiple sections as a way to capitalize on the individual strengths of lecturers and to provide an interactive environment which exploits the strengths of the team teaching approach. Declares that the advantages deserve careful consideration by staff members who wish to increase the effectiveness of present lecture methods, especially in disciplines where several contemporary theories are competing for dominance.

Anello, Michael. "Effective Teaching: Synthesis or Originality." IMPROVING COLLEGE AND UNIVERSITY TEACHING 16: 174-175; Summer 1968.

Maintains that effective teaching embodies the kind of scholarship that takes the scholar back to the roots of his discipline. Claims that this after all is the real meaning of scholarship and hopefully the goal of the teacher-scholar.

Anderson, Dan W., and DeVault, M. Vere. "Preservice Education and the Developing Teacher." EDUCATIONAL LEADERSHIP 25: 149-152; November 1967.

Reports a study designed to determine the impact of the university professors' instructional approaches upon the classroom behavior of beginning teachers. Three instructional approaches are used: concept-orientated teaching, case-study-orientated teaching, and learner-oriented teaching. No evidence is produced to support the notion that communication behavior of student teachers and first year teachers is related to the communication behavior of college professors.

Andrews, Ann Skilling. "Multiple Choice and Essay Tests." IMPROVING COLLEGE AND UNIVERSITY TEACHING 16: 61-66; Winter 1968.

Reports a study that compares the reliabilities, validities, and relative advantages and disadvantages of multiple choice and essay tests. Concludes that multiple choice examinations tend to have greater internal consistency than essay examinations, although the reliability of essay examinations can be improved by asking more structured questions and using structured grading systems. Inter-test correlation coefficients between multiple choice tests can be raised by having groups of examiners collaborate on the development of a test. Each type of test measures the student's ability to take that type of test as well as his knowledge of the content of the test. It is impossible to determine the validity of each test in the absence of any absolute criterion.

Beach, Leslie R. "The Learning Process in Self-Directed Groups." IMPROVING COLLEGE AND UNIVERSITY TEACHING 16: 93-95; Spring 1968.

Spells out some of the ways in which "supervised" self-directed study in small groups fulfills the laws of human learning, applies some of the best known and most salient learning principles, and produces results which limited study has already shown are superior to traditional teaching-learning procedures.

Brogan, Howard O. "Evaluation of Teaching." IMPROVING COLLEGE AND UNIVERSITY TEACHING 16: 191-192; Summer 1968.

Offers suggestions for the evaluation of teaching: to base judgment upon a more systematic sampling of student opinion, to lay more stress upon the opinions of the teacher's colleagues, and to seek objective external evidence, especially from alumni of graduate and professional schools.

Cardozier, V. R. "Preparing College Teachers." IMPROVING COLLEGE AND UNIVERSITY TEACHING 16: 131-133; Spring 1968.

Asserts that graduate students, particularly at the Ph.D. level, are being prepared to become teachers and researchers. Contends that in both cases the student is provided with mastery of his subject, but only the researcher is given preparation in the methodological tasks of his work. Argues that the prospective college teacher is provided no comparable tools for that function. Describes a procedure to overcome this deficiency.

Cohen, Sheldon M. "This Is Psychology." IMPROVING COLLEGE AND UNIVERSITY TEACHING 16: 43-47; Winter 1968.

Describes an approach to the teaching of psychology that proved highly fruitful in helping students to develop an awareness of what their beliefs were, how they were using them, and upon what experiences they were based.

Cooper, Theodore B. "What About Large Group Instruction?" IMPROVING COLLEGE AND UNIVERSITY TEACHING 16: 12; Winter 1968.

States that current emphasis on quality instruction has made large group instruction an important teaching technique. Contends that such instruction has been tested in several institutions and found to be fruitful in meeting their educational purposes. Urges creative teachers to become skilled in this technique since it offers much promise in meeting our educational challenges.

Donovan, M. M. "Innovations in Teacher Training in a Small College." PEABODY JOURNAL OF EDUCATION 45: 276-278; March 1968.

Reports an experience in using a new approach to teaching educational psychology. Class centered its readings on four socio-economic levels. The instructor cancelled scheduled classes and divided class into four groups for research studies. Students presented findings to entire class for evaluation and discussion and did field work interviewing personnel from each of the four socio-economic levels. Student response was very favorable because they could compare theories with reality, gained insight into cultural patterns, and saw techniques for dealing with different intellectual levels. Suggests innovation in elementary and secondary methods courses using a team teaching approach.

Falk, Gerard. "The Student Views His Professor." IMPROVING COLLEGE AND UNIVERSITY TEACHING 16: 193-196; Summer 1968.

Emphasizes that in the relationship of professors and students the disappointments are not the fault of either the professors or the students, but the inevitable consequence of differential expectations concerning the role of the professor. Urges us to keep in mind that criticisms of professors are not necessarily the result of professional actions or omissions leading to inherently poor teaching methods but rather are actions or attitudes which are defined as poor teaching methods in the situation anticipated by students conditioned to expect certain behavior.

Garber, Herbert. "The College Teacher and His Class: A Modern Anachronism?" THE JOURNAL OF TEACHER EDUCATION 18: 308-311; Fall 1967.

Presents a description of one type of modeling-behavior learning strategy to move students away from the notion of expecting immediate and simple answers to complex issues. Suggests a seminar on educational issues which would (a) be required of all students prior to or during the lower junior year in college, (b) meet once a week for approximately two hours with additional time for interest group meetings, (c) include all faculty members of the department, (d) have small faculty-student interest groups responsible for presenting one or more main sessions, and (e) require students to prepare a paper reflecting their ability to recognize the complexity of educational problems.

Geis, F. "Practitioners vs. Professors." SCHOOL AND COMMUNITY 54: 13; May 1968.

The gap between practitioners and professors can be bridged if both groups recognize their different roles and then work to make each other accessible to one another. Professors should be consultants to the practitioners making recommendations for immediate and future improvement in a situation. Practitioners can help by establishing, through boards of education, an administrative hierarchy which would include college and university professors.

Gustav, Alice. "Objective vs. Essay Tests." IMPROVING COLLEGE AND UNIVERSITY TEACHING 16: 60; Winter 1968.

Presents the results of a definitive study conducted at New York University involving students in real class situations to whom both objective and essay tests were administered under relatively standard conditions. Concludes that the correlations indicate that the objective tests were more highly related to each other and to the final grade.

Hill, James. "Pathways to Better College Training." IMPROVING COLLEGE AND UNIVERSITY TEACHING 16: 161-162; Summer 1968.

Discusses why interest in and understanding of students, scholarliness, research, and personal integrity are some of the factors that make for more effective college teaching. Claims that "the destiny of the inhabitants of this planet will be determined very largely by those who teach the world's leaders of tomorrow in our colleges and universities today.

Lewis, Justin. "Irrelevancy of the Socratic Method Today." IMPROVING COLLEGE AND UNIVERSITY TEACHING 16: 177; Summer 1968.

Asserts that the Socratic Method of instruction would, if applied in any form to our present day schools, torpedo society into a negative shock and fail to answer the basic need and questions of the time, tend toward disassociation with practical problems, and tend to further fragmentize knowledge rather than reintegrate it.

Little, Ellis B., and Creaser, James B. "Undercorrection for Chance Success." IMPROVING COLLEGE AND UNIVERSITY TEACHING 16: 106-109; Spring 1968.

States that one assumption of the conventional correction formula is that all incorrect responses result from guessing. Describes a study that analyzes the validity of this assumption when (a) the test is composed of familiar, meaningful material, (b) the examinees are asked to differentiate their responses as to whether they are sure, uncertain, or guess responses, and (c) it is assumed that the examinees note their reactions accurately and report them honestly.

Litton, Maurice L., and Stickler, W. Hugh. "College Teachers and College Teaching: Third Supplement 1962-1964." Atlanta: Southern Regional Education Board, 1967. Abstract: ERIC, ED 015-544, EA 000-985.

An annotated bibliography on college and university faculty members and instructional methods. Topics are classified as (a) general and reference, (b) recruitment and selection, (c) institutional status, (d) teaching conditions, (e) teaching methods--general, and (f) teaching methods--special fields.

Morton, Richard. "Learning and Self Discovery." IMPROVING COLLEGE AND UNIVERSITY TEACHING 16: 84; Spring 1968.

States that learning involves self-discovery and self-realization. Urges that the main goal in the teaching and the learning process is that educators advance and push back the borders of ignorance and incapacity. Asserts that above all discoveries may there stand the discovery of the self--the growing, inquiring, courageous, communicating self.

Musella, Donald. "Improving Teaching: Another Word." IMPROVING COLLEGE AND UNIVERSITY TEACHING 16: 167-169; Summer 1968.

Proposes a refocus of research and practice directed toward providing the opportunity and means for college instructors to examine their own teaching. Reveals the ways in which feedback on teaching has offered an opportunity heretofore unavailable to redirect our efforts in the improvement of process.

Milton, Ohmar, and Shoken, Edward Joseph, Jr., editors. LEARNING AND THE PROFESSORS. Athens: Ohio University Press, 1968.

Challenges the status quo of American higher education through the presentation of fourteen controversial essays on higher education. The book aims to encourage informal and disciplined thought among college and university professors about the central tasks of training. The individual essays suggest novel programs and procedures for higher education. Among the contributors are: Paul Dressel, Ruth Eckert, John Garber, Howard Gruber, William Hutchison, Robert Pace, Sidney Pressey and Lawrence Siegel.

Olson, Leroy A. "Item Analysis Measurement, and Instruction." IMPROVING COLLEGE AND UNIVERSITY TEACHING 16: 163-164; Summer 1968.

Indicates that one of the best ways to approach the problem of pinpointing objectives of instruction is through the use of a content-process grid which helps to balance the number of items in an examination over the desired areas of content and the desired types of mental process. Describes how, after the essential basic determination of objectives, item analysis can serve a very useful function in facilitating measurement, evaluation, and instruction.

Rousseau, H. J. "Impact of Educational Theory on Teachers." BRITISH JOURNAL OF EDUCATIONAL STUDIES 16: 60-71; February 1968.

Reminds professors of education that they must re-examine the content of their courses and the method of their presentation. Manipulation of concrete problems rather than abstract theorizing must be injected into course content. Actual contact with slum youth and parents, decisions to be made about the selection of textbooks, production of films on school problems, etc., are more effective in teacher preparation than classroom lectures. Outlines a course of study designed to prepare graduates who will teach in Africa, and discusses both its content and method of presentation.

Schmitt, Edna. "The Undergraduate Professional School Professor." IMPROVING COLLEGE AND UNIVERSITY TEACHING 16: 36; Winter 1968.

Claims that the singular difference found in the roles of the teacher for professions and occupations, both graduate and undergraduate, and the teacher in the liberal arts or general studies is that the latter in his evaluation of students, need not carry in a marked degree the burden of "certifying the student to society." Maintains that the educator for the professions, however, must always be extremely concerned with his responsibility to society as well as to the individual student. Contends that the model-presenting influence of the instructor for the professions gives him a unique and extremely demanding position laden with unusual potential to influence the student.

Stander, Philip. "The Vital Role of the Unorthodox in College Teaching." THE JOURNAL OF TEACHER EDUCATION 19: 133-138; Summer 1968.

States that the creation of a profound commitment to the teaching profession is the most important task in teacher education. There is a direct relationship between the alienation among youth, substantiated by the drop-out rate, and inability or neglect to generate professional commitment. Challenges college teachers to serve as models of "inspiring teachers" to preclude the development of boring teachers who will alienate their pupils.

Starbird, Richard O., and Ellis, Frederick. "Excellence in Education Courses." IMPROVING COLLEGE AND UNIVERSITY TEACHING 16: 128-130; Spring 1968.

Describes how education courses, much maligned, are being improved in the direction of excellence in many colleges and universities. Examines some important aspects of effective professional education. Offers suggestions that are useful both at the undergraduate and graduate level for resolving the persistent problem of bridging theory and practice in professional education.

Stine, Les. "Our Materials and Our Methods." IMPROVING COLLEGE AND UNIVERSITY TEACHING 16: 96-98; Spring 1968.

Maintains that if an investigation of college teaching is to bear fruit, it is necessary to "sort out" and identify the specific issues involved.

Thomas, Norman F. "The Lecture Is Obsolete." IMPROVING COLLEGE AND UNIVERSITY TEACHING 16: 4-5; Winter 1968.

Suggests that the lecture, an anachronism, was created as a communicative instrument in the book-short middle ages. Claims that listening is too slow, inefficient, and basically obsolete. Suggests that the lecture as a learning transmission device can be saved. "Perhaps we need to reinstitute the old study hall to assure ourselves that the text will be read, leaving the lecture for interpretation."

Trimble, B. S. "Improvement of College Teaching." IMPROVING COLLEGE AND UNIVERSITY TEACHING 16: 210-213; Summer 1968.

Focuses on the central problem facing teacher education programs. Maintains that teaching methods which may be effective in teaching subjects are largely a waste of time in teaching teachers. We cannot move university teachers or any other teachers away from indifference, intimidation, intolerance, or unfairness by the use of traditional teaching methods. Concludes that traditional teaching methods may be used to teach us what we must know about a subject but they help us not at all with what we must be as teachers.

Willis, D. E. "Learning and Teaching in Methods Courses." THE JOURNAL OF TEACHER EDUCATION 19: 39-46; Spring 1968.

Presents case studies of teaching in methods courses. Clinical analysis of these incidents gives rise to observations which should lead, through critical self-analysis, to experimentation and change in methods courses.

STUDY OF TEACHING

Study of Teaching: General

Corrigan, Dean, editor. THE STUDY OF TEACHING. Washington, D.C.: Association for Student Teaching, 1967.

Includes seven papers examining different aspects of the study of teaching. Research in teaching and the application of the conceptual tools of the researcher to the study of teaching is discussed in a paper by Henry Hermanowicz. Martin Haberman illustrates the relationship between the study of teaching and other phases of the teacher education process. Action programs with emphasis on the analytical study of teaching are reported by Thomas Clayton, Edmund Amidon and Morton Waimon. Margaret Lindsey and Dorothy McGeogh discuss the supervisory conference in a program concentrating on the systematic study of teaching. Implications and recommendations for the future of research in teaching are presented in a final paper by Donald Sharpe.

Simon, Anita, editor. CLASSROOM INTERACTION NEWSLETTER 3: 1-33; May 1968.

Editorial emphasizes a need for changing doctorate dissertation programs to include replication studies of research where findings are basic to knowledge in the field and official recognition of team dissertation approaches. Ten dissertations are included. Four use Flander's interaction analysis system as their instrument although focus varies to include investigations of (a) the patterns of teacher influence in selected Methodist Church schools, (b) the change in openness of elementary teacher education students, (c) the relation between teacher behavior and pupil achievement, and (d) teacher behavior and pupil creativity. Other studies focused on (a) the effectiveness of in-service programs designed to help teachers modify their classroom behavior, (b) the effects of an interaction analysis system on the development of critical reading in the elementary school, (c) the development of a tentative model for analyzing and describing verbal interaction in supervisory conferences, (d) the verbal interaction in clinical nursing conferences, (e) relationships of cognitive complexity to specific behavioral variables, and (f) the relationship of teacher interaction in classroom situations to teacher personality variables.

Simon, Anita, and Boyer, E. Gil. MIRRORS FOR BEHAVIOR. Philadelphia: Research for Better Schools, Inc., 1967.

A reference work on the subject of classroom interaction analysis. Provides an introductory view of the subject of classroom observation techniques, the purposes for which they have been used, and a prospective look at their future possibilities. A major feature of the text is an annotated collection of twenty-six interaction analysis instruments designed to research both cognitive and affective domains. Also includes a broad bibliography of materials related to the subject of classroom observations.

Study of Teaching: Relationship Between Conditions and Teacher Behaviors

Brown, Bob B. "Observer-Judge Ratings of Teacher Competence." CHILDHOOD EDUCATION 44: 205-207; November 1967.

Examines the problem of making meaningful judgments of teacher competence. Measures of John Dewey's philosophy of experimentation are used to establish value positions of teachers and observers. Study demonstrates that while teachers strongly agree with Dewey when they verbalize about teaching, they fail to employ such practices in the classroom. Clearly demonstrates the feasibility of relating judgments based upon classroom observation to the philosophic dimension verbalized by the teacher.

114. Foskett, John M. THE NORMATIVE WORLD OF THE ELEMENTARY SCHOOL TEACHER. Eugene, Oregon: Center for the Advanced Study of Educational Administration, University of Oregon, 1967.

Reports a study, conducted as part of the research program for the Center for the Advanced Study of Educational Administration (CASEA), of the normative structure as it pertains to the position of elementary school teacher. Study data were gathered from role norm inventories completed by teachers, principals, school board members, a superintendent of schools, citizens, community leaders, and parents of elementary school pupils. Provides supportive statistics in appendices.

Goslin, David A. TEACHERS AND TESTING. New York: Russell Sage Foundation, 1967.

Deals with an exploratory study of the teacher's role in testing. Is concerned about the adequacy of teacher preparation for that part of a teacher's role having to do with administering and interpreting standardized tests. Attempts to explore the amount of consistency in the opinions and attitudes held by teachers about standardized tests and their uses. Discusses the relationship between opinions and practices. Examines the relationship between school testing practices and teacher opinions.

Jackson, Philip W. LIFE IN CLASSROOMS. New York: Holt, Rinehart and Winston, 1968.

Describes the elementary school teaching-learning process. Examines the school as a setting for human activity. Emphasizes the early years of schooling as the period when the young child comes to grips with the facts of institutional life. Considers the school's abrasive qualities as a social institution. Describes, in detail, four unpublicized features of school life: delay, denial, interruptions, and social distraction. Discusses the evaluative climate of the classroom and the caste-like status structure governing the flow of power between teachers and students. Claims that these features comprise a "hidden curriculum" that each pupil must master if he is to make his way in school.

Kean, John M. "Teachers' Language Analysis." THE HIGH SCHOOL JOURNAL 51: 32-38; October 1967.

Reports a study designed to dimensionize teacher spoken language according to its structure and to compare this structure to teaching in second and fifth grade. Provides a basic description of teachers' language and the application of correlational analysis, a method not used in previous linguistic studies.

LeFevre, Carol. "Teacher Characteristics and Careers." REVIEW OF EDUCATIONAL RESEARCH 37: 433-445; October 1967.

Summarizes briefly selected studies and findings in the following areas: (a) identifying factors of teacher effectiveness; (b) attitudes towards teaching; (c) predicting teaching success; (d) rigidity-flexibility, cognitive flexibility and open-mindedness as related to success in teaching; and (e) the relationship of the kind and degree of preparation and experience which determines the effectiveness of "special teachers." Discusses studies of personality characteristics of teachers both male and female. Deals with teacher images, motives for teaching, factors which influence beginning teachers, teacher perceptions of children, teacher employment and turnover, and administration-teacher interaction. Concludes with suggestions for further research. Bibliography included.

McCleod, Richard J. "Changes in the Verbal Interaction Patterns of Secondary Science Student Teachers Who Have Had Training in Interaction Analysis and the Relationship of These Changes to the Verbal Interaction of their Cooperating Teachers." Unpublished doctoral dissertation. Cornell University, 1967.

Reports an experimental study of secondary student teachers. Experimental group was trained in the Flanders system of interaction analysis. Six hours of verbal interaction were systematically recorded of each student teacher in both groups. Six class hours of their cooperating teachers' verbal interaction were also observed. An analysis of the data revealed that the experimental group were more likely to experience non-random changes in verbal patterns than the control group. Such changes were toward more indirect teaching influence. They were also more likely to change in relation to their cooperating teachers than were the control group.

Popham, W. James. "The Performance Test: A New Approach to the Assessment of Teaching Proficiency." THE JOURNAL OF TEACHER EDUCATION 19: 216-22; Summer 1968.

Circumvents the good-teaching-procedures question and uses only pupil growth as a criterion for assessing teaching proficiency. Utilizes a series of performance tests consisting of a set of operational-instructional objectives stated in terms of specific pupil behaviors.

Popham, W. James, and Baker, Eva L. "Curriculum Principles for Prospective Teachers." 1965. Abstract: ERIC, ED 015-892, SP 001-413.

Reports a study designed to observe the effectiveness of two approaches to teaching prospective teachers how to select appropriate instructional objectives. One group of students is taught the five point rationale developed by Tyler. A second group is taught the Bloom classification of objectives. An essay test requiring students to state and justify educational objectives serves as criterion measure. The results indicate that differences between the groups occur only in the selection of rationale for justifying objectives. No significant differences were observed for (a) the proportion of objectives classified according to the levels of the cognitive taxonomy, and (b) the proportion of objectives in the three domains, and (c) the proportion of behavioral versus non-behavioral objectives.

Seibel, Dean W. "Predicting the Classroom Behavior of Teachers." JOURNAL OF EXPERIMENTAL EDUCATION 36: 26-32; Fall 1967.

Object of study is to answer the question, "Is it possible to predict the classroom behavior of a teacher?" If it is so, then further study in the direction of judging the effectiveness of the behavior or investigating its effects upon pupils should continue. If it is not so, then there seems little point to continue studies of the relation of teacher character to teacher competency. A hundred graduate students in Education were used as subjects. Twelve tests were given as predictor variables. Eight criteria of teacher behavior were evaluated by a team of supervisors. The criteria rated were (1) giving rewards, (2) support, (3) physical contact, (4) movement about the room, (5) giving non-instructional service, (6) compliance to pupil suggestions, (7) soliciting suggestions from pupils and (8) using humor. The findings show that there "is evidence of a substantial relationship between the antecedent variables and the classroom behavior of student teachers."

Start, K. B. "Rater-Ratee Personality in the Assessment of Teaching Ability." THE BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY 38: 14-20; February 1968.

Presents the results of a study which suggests that the personality of both rater and ratee have an effect upon the ratings assigned. The head teacher of a secondary school rated each assistant teacher on nine aspects of teaching competency. Both rater and ratee were given a series of tests, including Cattell's Sixteen Personality Factor Test. Results indicate that those teachers who had profiles very similar to or very different from that of the head teacher usually received a higher rating for "teaching ability and for social competence." The teachers receiving the lowest ratings had a self-confidence that made them independent of the head teacher.

Study of Teaching: Relationships Between Teaching Behavior and Pupil Learning

Crispin, D. "Discipline Behaviors of Different Teachers." CONTEMPORARY EDUCATION 39: 164-167; January 1968.

Reports a study conducted to secure evidence pertaining to the question of whether teachers cause their own discipline problems in the classroom. Using interaction analysis, the behavior of teachers in their classrooms was recorded. Results of the study indicate that some teachers tend to be consistent in the use of acts of discipline, regardless of the type of class, the time of day, or the subject matter taught.

Denny, David A. "Identification of Teacher: Classroom Variables Facilitating Pupil Creative Growth." AMERICAN EDUCATIONAL RESEARCH JOURNAL 5: 365-383; May 1968.

A study involving the construction and validation of an observation schedule designed to identify teacher-pupil variables that are related to pupil gain on creativity measures. Describes in detail the procedures used to estimate the reliability, objectivity and validity of the instrument devised.

Harvey, O. J., and others. "Teachers' Beliefs, Classroom Atmosphere and Student Behavior." AMERICAN EDUCATIONAL RESEARCH JOURNAL 5: 151-166; March 1968.

An assessment of the relationship between students' performance and teachers' resourcefulness, dictatorialness and punitiveness. Tests the replicability of previous findings. Results of the study indicate that abstract teachers were significantly more resourceful and less dictatorial. They were also less punitive, though the difference was not significant. A comparison of the pupils of all types of teachers indicate that the students of abstract teachers were significantly more active, higher in achievement, less concrete, and more involved than those of concrete teachers. Other differences between the groups were noted, but the differences were not significant.

118. Hyman, Ronald T., editor. TEACHING: VANTAGE POINTS FOR STUDY. Philadelphia: J. B. Lippincott Company, 1968

Presents a collection of readings which reflect the recent emphasis on description rather than evaluation in the analysis of the teaching process. Organizes the contributions around seven vantage points: communications, the cognitive process, the emotional climate, the social climate, games, aesthetics, and strategies. Introduces each section with an overview.

Klevan, Albert. "Clarifying as a Teaching Process." EDUCATIONAL LEADERSHIP 25: 454-458; February 1968.

Deals with "teacher competence" derived from the work of Louis Raths. Encompasses the question, "What does the teacher do when children are expressing their valuing and giving evidence that thinking may have occurred?" Gives examples of reflective and dissonant modes of the clarifying procedure used by teachers with students.

LaShier, William S., Jr., and Westmeyer, Paul. "Use of Interaction Analysis in B.S.C.S. Laboratory Block Classrooms." JOURNAL OF TEACHER EDUCATION 18: 439-446; Winter 1967.

Relates study designed to extend the use of the Flanders System of Interaction Analysis with a group of student teachers and their eighth-grade science classes. The study, carried out at the University of Texas, had two main purposes: (a) to determine the relationship between certain aspects of verbal behavior of student teachers and the achievement and attitudes of students, and (b) to describe the differences, if any, in interaction patterns between direct and indirect groups of student teachers. Findings indicate that there is a significant relationship between verbal influences and the freedom of participation of the pupils and the subsequent achievement and constructive attitudes of the students.

Reno, R. H. "Who Is the Impact Teacher? Excerpts." THE INSTRUCTOR 77: 34; May 1968.

The National Catholic Education Association involved 4500 educators in identifying the teacher who has a positive impact on children. Their findings reveal that the "impact teacher" has the following qualities: (a) is concerned with the student and not merely conveying information, (b) does not seek to impose himself or his authority on students, (c) reads publications in the field of child development and learning theory, (d) not only tolerates differences among students but capitalizes on them, and (e) guards against cynicism.

Rosenthal, Robert, and Jacobson, Lenore. PYGMALION IN THE CLASSROOM. New York: Holt, Rinehart and Winston, 1968.

Presents evidence to indicate that a person's predictions or prophecies are themselves factors in determining the behavior of others. Treats in depth the self-fulfilling prophecy, the role of teacher expectation, and draws implications for the classroom teacher.

Worthen, Blaine R. "A Study of Discovery and Expository Presentation: Implications for Teaching." THE JOURNAL OF TEACHER EDUCATION 19: 223-242; Summer 1968.

Reports a study identifying and exploring teaching-learning variables that are operative in discovery processes. Compares the discovery and expository methods in a naturalistic setting where the learning tasks and time sample approximated normal classroom conditions. Concludes through statistical analysis that findings seem to support many of the claims made by the proponents of discovery methods.

Study of Teaching: General Descriptions

Amidon, Edmund J. "Analysis Techniques in Teaching." PARTNERSHIP IN TEACHER EDUCATION. Washington, D.C.: American Association of Colleges for Teacher Education, 1968.

Defines interaction analysis as a system for recording and analyzing classroom verbal behavior. Reviews the findings of Flanders, Kirk, Zahn, Medley and Mitzel in the areas of interaction analysis. Concludes with review of current work at Temple University and reports that "the research conducted thus far suggests such positive effects on teaching behavior as (a) the teacher talks less and pupils more, (b) student teachers develop more skills in the use of teaching questions, and (c) more pupil creativity is observed. More important, the research indicated that student teachers and supervising teachers develop new insights into the teaching act and new ability to look more objectively at their own teaching behavior."

Amidon, Edmund J., and Hough, John B., editors. INTERACTION ANALYSIS: THEORY, RESEARCH AND APPLICATION. Reading, Mass.: Addison-Wesley Publishing Co., 1967.

Describes the system of interaction analysis in terms of social-psychological theory, empirical research, and its application to teacher training. The book is a single source for students and practitioners seeking indepth information on interaction analysis.

Burke, C. D. "What Makes One Teacher Better?" KENTUCKY SCHOOL JOURNAL 46: 16-17; January 1968.

Examines some of the qualities that characterize the "excellent" teacher. Among the characteristics identified are an active, inquiring mind, willingness to defend beliefs, desire to help others, enthusiasm, an optimistic outlook, varied interests, ability to communicate effectively, and emotional balance.

deZafra, Carlos, Jr. "Psyche of Successful Teaching." CLEARING HOUSE 42: 240-241; December 1967.

Suggests that the psyche of outstanding teachers is composed of six elements: individualism, dedication, creativity, maturity, empathy and stamina. The presence of these characteristics appears to mark the distinction between the outstanding "born teacher" and the mediocre classroom technician. Successful teachers devote their talents to the classroom full-heartedly. In return the classroom provides purpose, significance and enrichment to the life of the teacher.

Dreikurs, Rudolf. PSYCHOLOGY IN THE CLASSROOM: A MANUAL FOR TEACHERS. Second edition. New York: Harper and Row, 1968.

Offers to teachers information which they may utilize to increase their effectiveness through psychological methods. Presents the theoretical premises for the application of the approach in the classroom through discussion of the teacher's role, understanding the child, and methods of correction. Analyzes reports of actual classroom situations.

Ernst, Morris L., editor. THE TEACHER. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967.

Dramatizes the role of the teacher by presenting the reminiscences of a variety of people, many among the most distinguished in industry, art, literature, music, theater, medicine, law, and science, of a teacher who had acted as a catalyst in their lives.

Harbin, Calvin E. TEACHING POWER. New York: Philosophical Library, Inc., 1967.

Examines teaching power, a complex far beyond competence, effectiveness, ability, and aptitude. Provides an analysis of the nature and scope of teaching power.

Herbert, John. "Lesson Analysis and the Teacher's Craft." THE HIGH SCHOOL JOURNAL 51: 46-52; October 1967.

Maintains that without reduction of his complex educative responsibilities, the teacher must learn what the musician or actor is taught in conservatory or studio. Teachers must learn to produce a reliably craftsmanlike performance, day after day, month after month. Asserts that before there can be substantial progress in the improvement of teaching as an educative performing art, it will be necessary to identify the craft elements of teaching comprehensively and precisely. These crafts are not merely discrete items of behavior acquired by repetitious exercise but are intelligible parts of a whole process. Claims that what is needed is a craft of teaching based firmly on a coherent theory.

Mayer, Frederick. THE GREAT TEACHERS. New York: the Citadel Press, 1967.

Presents profiles of twenty-nine of the world's great teachers, from Buddha to Robert Hutchins. Includes a detailed study of each of these major figures in education and a concise explanation of their basic ideas. Brief sketches of the lives and ideas of seventy-one other prominent teachers are included in the appendix.

Means, Richard K. METHODOLOGY IN EDUCATION. Columbus, Ohio: Charles E. Merrill Publishing Co., 1968.

Contains a brief historical background of educational methodology, the teaching and learning processes, certain instructional criteria, and some principles of planning for teaching. Major emphases included the following headings: (a) group, (b) dramatic, (c) student-oriented, (d) teacher-initiated, (e) material-centered, and (f) equipment-centered techniques. Procedural steps involved are listed, the advantages and values are discussed, the limitations and problems are presented, and finally, concrete examples are given. A bibliography is included for the further study of each technique.

Miranda, Evelina Ortega Y. "The Language of the Teacher." THE JOURNAL OF TEACHER EDUCATION 18: 477-483; Winter 1967.

Contends that the purpose of teaching language, with its aims of inviting critical thinking and logical argumentation, must be descriptive and neutral, presenting situations and problems objectively. Cites cases to illustrate that normative and evaluative language, because of its exhortative nature and rhetorical effects, tends to minimize critical thinking and fosters a docility of the mind. States that "educators need to talk in a language which is publicly confirmable in order to facilitate the analysis of its meaning, the inquiry into the evidence of falsity and truth, and the accruing of desirable results."

Paulston, Christina B. "On Creativity and Teaching." THE RECORD 69: 369-377; January 1968.

Relates author's experiences while teaching in Moroccan, Spanish, Indian, and American schools of Tangiers. Draws attention to the elements of creativity in teaching. Believes that "educators often overlook significant facts in their teaching situations because they are environmental and not always noticeable." Discusses values associated with (a) rewarding nonconformity, (b) creativity and meaning, (c) creative attitudes, and (d) the release of creative energies. Suggests that such a release of energy is needed for cognitive development as well as for the kinds of sensitivities that result in a rich inner life.

Phillips, James A. "Teacher Typologies." THE HIGH SCHOOL JOURNAL 51: 26-31; October 1967.

Focuses on how to identify and assess variability in teacher influence on learning. Contends that a wide range of studies of teacher traits, teaching techniques, and instructional efficiency have concluded that in spite of the experimental treatment or methods and materials utilized it was the teacher who made the difference.

Searles, J. E. A SYSTEM FOR INSTRUCTION. Scranton: International Textbook Co., 1967.

Examines a system of instruction in relation to the social environment in which it exists, and gives consideration to the students, the subject, and the instructor as three elements of the system. Discusses such subjects as the ordering of knowledge, strategies for instruction, and the time factor in teaching.

Shumsky, Abraham. IN SEARCH OF TEACHING STYLE. New York: Appleton-Century-Crofts, 1968.

Analyzes teaching style and the experience of the teacher who searches to improve his style. Explores what happens to the teacher in the process of the search and examines the ambivalent feelings and conflicts as well as the reasons for his success or failure. Discusses the climates of repetition, thinking, and creative thinking as well as the student teaching experience, the activation of the learner, and individual differences in learning styles. Discusses the disadvantaged learner in relation to teaching style.

Soar, R. S. "New Developments in Effective Teaching." THE AMERICAN BIOLOGY TEACHER 30: 43-47; January 1968.

Suggests that the systematic observation and quantification of teacher-pupil classroom behavior holds great promise of helping to reduce the theory of effective teaching to the practice of effective teaching. Briefly summarizes the methods and findings of Flanders in the descriptive analysis of teacher-pupil behavior, and offers suggestions for a workshop designed to develop teacher proficiency in the process of interaction analysis.

Yamamoto, K. "Analysis of Teaching: Another Look." SCHOOL REVIEW 75: 205-215; Summer 1967.

Notes that teacher-behavior and group process analysis systems developed in the past decade produce data generalized as group response, and suggests that the class as a group differs dynamically from other small group models in having individual rather than group goals. Suggests that group-as-a-whole process measurement and product measurement based on individual variability yield data on two different levels, and that progress toward identifying instructional patterns may require working out functional relationships among data on the same level.

SUPERVISION IN THE PROFESSIONAL LABORATORY

Association for Supervision and Curriculum Development, Commission on Supervision Theory. SUPERVISION: PERSPECTIVES AND PROPOSITIONS. Washington, D.C.: Association for Supervision and Curriculum Development, 1967.

Presents perspectives and propositions designed to bring the concepts of supervision up to date and to provide basic principles for future developments in supervision. Sections of the book are devoted to (a) an overview and analysis of the supervisory function, (b) a perspective for viewing instructional supervision, (c) an analogy between supervision and teaching, and (d) implications for future supervisory practices. Four recurrent themes of the text are (a) the recognition of the goal-setting and goal-accomplishing function of supervision, (b) an awareness of the instructional aspects of supervision and the requirements for supervisory expertise, (c) a concern for the team approach to defining and accomplishing supervisory tasks, and (d) a perception of supervision as a differentiated function varying in accordance with the requirements of unique situations.

Brekke, G. W. "Cooperating Teacher's Role." MINNESOTA JOURNAL OF EDUCATION 48: 29-31; December 1967.

Discusses the importance of the role of cooperating teachers in the preparation of future teachers and the magnitude of the contribution which they make to the preparing institution. Recommends the improvement of teaching standards through certification of cooperating teachers.

Brode, E. Leland. "The Supervisor as a Model in Teacher Classroom Behavior." THE HIGH SCHOOL JOURNAL 51: 53-60; October 1967.

Reviews informal observations and some experimental evidence which indicate that imitation may play an important part in determining teachers' classroom behavior. Asserts that studies have shown that teachers think and act in the classroom in ways closely related to those of their own former teachers, and that it has often been observed that teachers handle children in the learning process in the same way that they were handled in the course of their professional training. Assumes that teacher behavior can be acquired via imitation, and also that teacher behavior probably is susceptible to continuing influence by this same process. Concludes, therefore, that teachers not only imitate their former teachers but their contemporaries as well, especially persons with whom they are in frequent contact and whom they perceive as authority figures.

Duffy, Gerald, and Putt, Robert C. "Exploration of a Clinical Professor Approach to Methods Instruction." PEABODY JOURNAL OF EDUCATION 45: 175-179; November 1967.

Two instructors at the State University College in Tredonia, New York, assumed the role of clinical professors during the 1966-67 academic year. Each taught social studies to a specific group of sixth grade children at the Campus School as well as a social studies methods course to college juniors. In the methods course the students received instructions in "how to teach" and then observed the professor in the act of teaching. Student evaluation of the approach was very favorable in terms of being more stimulating, realistic, and meaningful. Two problems are mentioned for the clinical professor. They are (a) delineation of the clinical professor's load, and (b) recruitment of clinical professors.

Hanke, D. "College Supervisor: The Unsung Hero." TEACHERS COLLEGE JOURNAL 39: 35-37; October 1967.

Emphasizes the role of the college supervisor in the entire process of student teaching, calling attention to his function in administering, guiding and adapting all the activities engaged in by the student teacher. Most of his significant functions fall into the area of personal relations. He plays an important role in representing the college and all its activities. Urges that in employing college supervisors, careful consideration be given to the unique qualities required for the position.

McGeoch, Dorothy M., and Heidelbach, Ruth. "Analytical Conferencing for Supervisors." PARTNERSHIP IN TEACHER EDUCATION. Washington, D.C.: American Association of Colleges for Teacher Education, 1968.

States that one of the major tasks of supervisors is to enable student teachers to improve their teaching behavior. Suggests that analytical evaluation of verbal and non-verbal behavior in the classroom can be achieved through the use of video tapes, tape recordings and 8 mm films. Cooperative analysis of behavior by the student teacher and supervisor provides an opportunity for learning at an objective cognitive level which, with ensuing practice, can lead to improved teaching behavior.

McNeil, John D. "Concomitants of Using Behavioral Objectives in the Assessment of Teacher Effectiveness." JOURNAL OF EXPERIMENTAL EDUCATION 36: 69-74; Fall 1967.

Predicts that as public support of education increases there will be greater insistence on judging a teacher by his ability to enhance the learning of pupils. Hypothesis that supervision focused on learning objectives would have these consequences: (a) supervisors would perceive teachers as more effective in classroom instruction; (b) pupil's work would improve when teachers reinforcement is contingent upon such gains; (c) teachers would perceive supervisor's suggestions as more relevant and helpful. Teachers and student teachers were given assigned topics and were judged on the performance of their pupils. Report concludes that "the teachers were almost unanimous in their preference for the use of pupil progress as the criterion for evaluation of teaching."

Olsen, Hans C. "Innovation in Supervision Today." PARTNERSHIP IN TEACHER EDUCATION. Washington, D.C.: American Association of Colleges for Teacher Education, 1968.

Defines the nature of supervising as a "form of teaching." Cautions that "if the developing cooperative ventures do not produce more competent and effective teachers, then the efforts of teacher educators in designing these programs will be for naught." More effective teachers will have the characteristics of being more rational and less emotional; of being more intellectual and less mechanical; of acting more as professionals and less as technicians.

Raman, Edward L. "In-Service Education of Supervising Teachers and College Supervisors." PARTNERSHIP IN TEACHER EDUCATION. Washington, D.C.: American Association of Colleges for Teacher Education, 1968.

Posits that quality student teaching programs cannot be achieved unless those who supervise student teachers are assisted in preparing themselves for such responsibility. Appropriate in-service education programs for supervisors of student teaching should be developed by cooperative participation by personnel from schools, colleges, and the state.

Schwartz, Louis. "Preparation of the Clinical Teacher for Special Education: 1866-1966." EXCEPTIONAL CHILDREN 34: 117-124; October 1967.

Claims that although the concept of clinical teaching is a persistently recurring educational theme today, reflecting the heritage of special education, it is hidden in the pattern of teacher education programs. Focuses on the preparation of the clinician educator as a member of an interdisciplinary and interagency team. Advocates an innovative role for the academic community in an approach to teacher education curricula design and a modification of academic administrative structure. Presents basic assumptions and requirements for implementation of a clinical teacher training program.

Seager, G. Bradley, Jr. "Team Supervision." PARTNERSHIP IN TEACHER EDUCATION. Washington, D.C.: American Association of Colleges for Teacher Education, 1968.

Suggests team supervision as a way of helping student teachers. Since more than one person is involved in supervision of the new teacher, different opinions of what constitutes good teaching can be discussed more freely than when one person supervises. If student teachers are part of the team, they can share and face problems and learn to accept success and failure most realistically. By observing other teachers as members of the supervision team, the novice teacher has opportunities to develop skills in observation and analysis of teaching. He learns some of the supervisor's skills and enters the dialogue of supervision as a colleague.

NON-PRINT MATERIALS FOR THE PROFESSIONAL SEQUENCE[1]

This section of the bibliography presents samples of media useful in the professional sequence including films, filmstrips, records, and tapes.

Entries were collected by viewing samples of media, checking catalogs from various manufacturers and cross-checking these listings with the catalogs from some of the largest university media libraries such as Indiana University, Illinois University, Michigan University--Michigan State, New York University and Kent State University. All listings are from catalogs, both commercial and non-commercial, published in 1967 and 1968.

Since the materials were not available from one source it was not possible to view all media for annotation. Some of the annotations have been taken from catalogs and reviews. Others have been prepared by the writer. These entries give the reader information on the distributor, producer, type of media, price, and content of the material. Selections are presented in these categories: general curriculum organization and assessment of instruction, characteristics of pupils, relationships between teaching and learning, study of teachers and teaching, teaching in different subject areas and at different levels, teaching the disadvantaged and atypical pupil, and production of materials and use of new media. A list of sources is included.

There appears to be a trend toward more open-ended material in which the student is asked to analyze and conceptualize unique teaching decisions, although descriptions of various teaching and learning phenomena predominate. Processes of decision making rather than prescriptive methods are appearing as themes within the media. There is a consistent effort in the current materials to urge teachers to try new solutions, new organizations, and new technology.

We are indebted to distributors who granted permission to use their reviews in preparing this section.

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[1] This Section was prepared by Merlyn McClure.

SECTION II

NON-PRINT MATERIALS FOR THE PROFESSIONAL SEQUENCE

ADMINISTERING THE KUHLMANN-ANDERSON TEST
Bailey Films
Los Angeles City Schools
Film - 16 mm, 17 min., Sound, B & W, $90

Demonstrates how to administer the Kuhlmann-Anderson "b" with a standardized framework. Examiner reviews in detail the directions for administering each test.

AS THE TWIG IS BENT
Encyclopedia Britannica Educational Corporation
Film - 27 min., B & W, $135

Examines two different approaches to education, the traditional "curriculum-centered" program and the Montessori "learning-process centered" method. Focuses on two kindergarten classrooms in Greenwich, Connecticut, where these methods are tried out and discussed.

BROADER CONCEPT OF METHOD, PART II
McGraw-Hill Book Company
Film - 19 min., B & W, $115

Students are shown learning to work together, to organize themselves into functional groups, to make and carry out plans for investigation, and to present their findings and recommendations in a final report. Teacher's role in providing tactful guidance in the solution of difficulties is shown.

CHAPARRAL CLASSROOM
Bailey Films
Los Angeles City Schools
Film - 19 min., Color, $200

Describes the planning of a camp director, counselors, and a teacher in preparing to take a sixth-grade class to a school camp for a week. Varied activities of the class while at the camp are revealed, such as conservation experiences, star studies, canyon hikes, camp responsibilities, fire prevention, and the evening campfire. New interests created back in the classroom are pointed out.

THE CLASSROOM REVOLUTION

Guidance Associates
Filmstrip--Part I - 64 frames, 13 min., Part II - 70 frames, 14 min., $35

Program will acquaint teachers with much of the substance of the current "revolution" in education. Explores many of the new curriculum developments and teacher methods in the sciences, the "new math," closed-circuit TV, and audiolingual techniques at all levels in the school system.

DECIDING WHAT TO TEACH

National Education Association
Project on Instruction Report
Filmstrip - 107 frames and record - 12" LP, Color - $7 for both

Discusses decision making in schools. Howard K. Smith interviews Ole Sand, who explains the project's concern for the issues of establishing priorities, selecting content and the search for a balanced program. Clarification by Ole Sand as to what decisions should be made by School Boards, by administrators, and by teachers in the classroom daily. Calls for dynamic leadership by State Departments of Education and outlines the financial role of the Federal Government.

DETERMINING STUDENT GRADES

Bel Mort Films
Ray O. Wolf
Portland State College
Filmstrip - 43 Frames, Color, $6.50

Discusses grading on a curve, grading a student against his ability to learn, and a combination of the two approaches.

THE ENRICHMENT UNIT

Ohio State University
Columbus Public Schools
Film - 28 min., $220., Rental $11.50

Rationale and goals of the "enrichment unit" are established in this film through daily activities of four team teachers in a Columbus elementary school. Unit strategy for improving instruction is seen as students, parents, and teachers become involved.

EXPERIMENT IN EXCELLENCE
McGraw-Hill Book Company
NBC News Production
Film - 54 min., Parts I & II, B & W, $250

Subjects of this motion picture are the modern educational techniques now being adopted by schools throughout the country, and the dedicated school teacher who can not be replaced by a teaching machine or device. New teaching methods examined in the film are Speed Reading, the Advanced Placement Program, Language Laboratories, and Team Teaching. Points up the part played by the classroom teacher in providing the individual attention essential to each student.

FOCUS ON CHANGE
Gotham Recording Corporation
Narrated by Howard K. Smith, National Education Association
Filmstrip and Record
Film - 23 min., 1962

Discusses improvements in school programs.

FUNDAMENTAL SKILLS IN A UNIT OF WORK
Bailey Films
Ruth O. Bradley, San Jose State College, California
Film - 22 min., B & W $120., Color $225

Explains how a skillful teacher can arouse the interest of her class and guide them in carrying out a unit of work. A sixth grade class becomes interested in modern means of preserving records of all types. Tells how this unit of work involved learning experiences such as dramatics, rhythms, music, science, arithmetic, written and oral communication, and the use of audiovisual aids.

THE GOOD DAY SERIES
Stanley Bowmar Company, Inc.
Helen Heffernan, California State Department of Education
Filmstrips Color, Records

Nine filmstrips which provide an overview of the developmental activities of grades K-8.

Kindergarten: School environment, indoor and out-door activities equipment and supplies, teacher guidance, home-school relations.

First Grade: A typical group in third month study airplanes and airports with related science, reading, construction, painting, music and rhythms.

Second Grade: A typical class in a naval ordinance center studies how the mail is carried. How opportunities are provided to satisfy the normal drives of learning.

Third Grade: Class studies community life with particular emphasis on the poultry industry. Classroom environment, reading, arithmetic, art, music, map-making, science.

Fourth Grade: Class studies early California exploration and settlement; a trip to a tannery, construction, industrial arts, individual reading and parent participation in a special interests program stressed.

Fifth Grade: A suburban class studies pioneer life--emphasis on industrial arts, dramatic play, folk dancing, study trips, creative writing.

Sixth Grade: Class studies aviation, trip to airport, dramatic play, science, individualized reading, use of library, use of tape recorder, painting, construction, creative rhythms.

Seventh Grade: Pursuit of a study of World Trade. Use of a resource consultant is shown. A community museum contributes to the program. A special interests program involves the entire faculty of an upper grade school in a small community.

Eighth Grade: A large class studies Education's Service to a Democratic Society. Individual and societal needs are met in a sparsely settled area. Shows increasing self-direction under skillful teacher guidance.

GROUPING STUDENTS FOR EFFECTIVE LEARNING
Bel Mort Films, 1960
Filmstrip - Color, $6.50

Explains the differences between age, ability and flexible grouping as an attempt to combine the best features of age and ability grouping to meet individual differences. Points out the need for careful planning.

HEAD START
Churchill Films
Office of Economic Opportunity
Film - 28 min., B & W, $105

A sweeping picture of the effort to give an educational head start to the nation's deprived children. Against the background of poverty we see children's social, emotional and intellectual growth; medical and dental care; parent, teacher, and volunteer involvement; community action.

HEAD START IN MISSISSIPPI
Indiana University
Film - 60 min., B & W

Focuses in documentary style on the controversial Head Start program in Mississippi. Shows scenes of the children in their schools and interviews with those who run the program. Explains why the funds for this program are being stopped and presents the rebuttal to these charges.

HOW TO PROVIDE PERSONALIZED EDUCATION IN A PUBLIC SCHOOL
UCLA, School of Education
Five Films

Part I - Dr. John I. Goodland, "Can Individualization Work in Your School System?" - 41 min.

Part II - Mrs. Madeline Hunter, "How Can You Make Individualization Work in Your School System?" - 35 min.

Part III - Dr. John I. Goodland, "Why Are Team Teaching and Nongrading Important?" - 49 min.

Part IV - Mrs. Madeline Hunter, "How Can You Apply Team Teaching and Nongrading to Your School?" - 35 min.

Part V - Dr. John I. Goodland, "How Can the Curriculum for Individualized Education Be Determined?" - 35 min.

INTERPRETING A PUBLISHED ACHIEVEMENT TEST
Bel-Mort Films
Robert C. Craig, Marquette University
Filmstrip - 46 Frames, Color, $6.50

Examines the selection of test items, construction and interpretation of norms, and the meaning of validity, reliability, and other concepts.

INTRODUCTION TO THE NEW NURSERY SCHOOL
New Nursery School Films
Film - 25 min., Color, $220

Depicts how the school goes about achieving four objectives: developing the child's positive self-image, increasing the child's sensory and perceptual acuity, improving the child's language skills, and improving the child's cognitive abilities.

KINDERGARTEN
McGraw-Hill Book Company
National Film Board of Canada
Film - 21 min., B & W, Code 633422, $120

Presents an illustration of ways a teacher provides a profitable day in the kindergarten. Enunciates the balance in activities which provide for physical, intellectual, emotional, and social stimulation.

KNOWING HOW TO LEARN
National Film Board of Canada
Film - 16 mm, 58 min., B & W

Emphasizes the change in the focus of education from the teacher to the learner. Shows how technology has transformed the old teacher-centered, lecture-oriented classroom.

MAKE A MIGHTY REACH
I/D/E/A
Film - 16 mm, Color, Sound, 46 min.

Emphasizes innovations such as computer-based instruction, the use of individualized media, nongraded schools and team teaching, flexible room structures, and new kinds of school buildings with libraries as resource centers. The point is made that each child should be educated for the future, although too few schools are now doing this.

MAKING YOUR OWN TESTS
Planning the Test
Constructing the Test
Analyzing the Test
Eye Gate House
The Cooperative Test Division, Educational Testing Service, Princeton, New Jersey
Filmstrips with 2 Long-Playing 12" Records, Color, including 28-page Ditto Master Kit, $20

Three sound filmstrips present the essentials of testing. There are also 28 ditto masters which will make 300 copies for a workshop session.

THE MEASUREMENT OF LEARNING
Bel-Mort Films
George R. Myers, Michigan State University
Filmstrips - 45 - 49 Frames, Color, $19.50

There are three filmstrips in this series. Part I covers the theory of measurement. Part II covers the types of questions that can be asked. Part III covers the practical considerations of testing.

A NEW DESIGN FOR EDUCATION
Stanford University
Film - 28 min., sd., Color

Describes research conducted at Stanford University in relation to flexible class scheduling in high schools. Traces development of the Carnegie Unit and relates purposes and drawbacks. Indicates how the principle of flexible scheduling has been used to adapt instruction to the abilities and interests of students.

NONGRADED EDUCATION FOR THE MODERN ELEMENTARY SCHOOL
197A: Nongraded Education: An Overview
197B: The Question of Grouping for Nongraded Education
197C: Within the Nongraded School
197D: Effecting the Change to a Nongraded Program
Eye Gate House
Four Filmstrips - 2 records, Color, $39 Teaching Manual and copy of Dufay, Frank R., Nongrading the Elementary School

Various theories of Nongraded Education for the in-service education are discussed. Controversy regarding Nongraded Education is reviewed regarding the objectives, advantages and disadvantages of homogeneous grouping, the situations that arise within the ungraded school, solving the problems of orientation, and appraising factors controlling the best plan for a nongraded instructional program.

NURSERY SCHOOL . . . A PLANNED PROGRAM FOR THREE AND FOUR YEAR OLD CHILDREN
Atlantis Products, Incorporated
Filmstrip - 26 min., 80 frames, 12" record and script, $16

Indicates the need for a planned program for three and four year old children and the methods of achieving it through various representative situations. Places importance on learning environment, acquiring self-confidence, developmental activities, ingenuity of teacher, and cooperation of parents.

PROBLEM METHOD, PART I, DEFINING THE PROBLEM AND GATHERING INFORMATION
McGraw-Hill Book Company
Film - 18 min., B & W, $115

Depicts a high school social studies class using the problem method under the guidance of the teacher. Their problem is that of pressure groups in a democracy. The principles and techniques of gathering and organizing information on the problem are displayed in the activities of the class.

PROBLEM METHOD, PART II, USING THE INFORMATION TO SOLVE THE PROBLEM
McGraw-Hill Book Company
Film - 16 min., B & W, $100

Summary of the material covered in Part I opens the film. Class examines and analyzes the social issues raised by pressure groups in a democracy by means of the problem-approach method. The students gain an understanding of the functions and limitations of pressure groups and apply what they have learned to local situations.

PLANNING AND ORGANIZING FOR TEACHING
National Education Association
Filmstrip - 110 Frames; Record 18 min., 12" LP; Color, $10

Interviewed by Howard K. Smith, Ole Sond analyzes three sets of related problems: organizing the curriculum, organizing the school and the classroom, and organizing the personnel, space, and materials. Gives particular emphasis with illustrations to some of the newer innovations in teaching with newer equipment and materials.

ROOM FOR LEARNING
Colonial Films, Incorporated
Filmstrip and Record, Color, Cartooned, $25

Brings out the importance of the classroom in the learning situation. Such subjects as furniture, ventilation, acoustics, visibility, and distractions are discussed. Responsibility is placed on the teacher for seeing that these things are properly managed to provide maximum learning.

SETTING UP A ROOM
Campus Film Distributors Corporation
Campus Film in cooperation with Play Schools Association and the Board of Education of the City of New York
Film - 27 min., 16 mm, Sound, Color $165, B & W $115

Shows a teacher and her assistant at the beginning of the school year, as they face the problems of planning and arranging their kindergarten classroom. The film conveys, through live dialogue and narration, the process involved in planning a room, setting basic work and play areas, and arranging supplementary materials in order to create a functional, flexible room environment for children.

138. STUDENT TEACHING AND TEACHING ORIENTATION
Bailey Films
2 Filmstrips - Color, sd. with Records 33 1/3 rpm. and teachers guide $32

Viewer is given some idea of the responsibilities to be assumed by any teacher, routine activities to be performed in all situations, school policies and practices to be observed, actual teaching work to be carried out. The filmstrips do not attempt to provide answers but to guide the viewer to a consideration of how to proceed and apply the theory in his own practice.

TESTING: ITS PLACE IN EDUCATION TODAY
Harcourt, Brace & World Company, Guidance Associates
Filmstrip and Record - Part I - 66 frames, 15 min., Part II - 85 frames, 20 min., Color, $135

Analyzes what tests can and cannot do, how they have evolved to meet the changing needs of education, and the difference between standardized and teacher-made tests.

CITY INFANTS
Peter M. Robeck Company, Incorporated
BBC-TV
Filmed in New England
Film - 16 mm, 30 min., B & W, $250

Children just entering school are shown as they are made to feel part of the surroundings and activities. Small-group and individual instruction are the main approaches with freer activity methods used. With a mixture of poor and immigrant children, language development is emphasized through such activities as a visit to a local store and participation in a harvest festival. Pictures were taken in the school with comments by a narrator and teachers.

ELEMENTARY CLASSROOM GUIDANCE
Bailey Films
Los Angeles City Schools
Filmstrip, Record, 12" LP, $12

Detailed studies are made of classroom experiences in the first, third, and fifth grades, with some analysis of the problems encountered. Reasons are given for the well-set-up classroom arrangements that are shown. Emphasis also is placed on the proper use of cumulative records to help the children through their learning experiences.

I WANT TO GO TO SCHOOL
McGraw-Hill Book Company
British Film Institute
Film - 32 min., B & W, $165

Deals with the multiple problems of elementary education by examining the important role of the teacher-child relationship. Shows how the teacher stimulates pupil interest by using different objects for the purpose of demonstration.

IMPORTANCE OF GOALS
McGraw-Hill Book Company
Film - 19 min., B & W, $105

Tommy's keen interest in his outside activities demonstrates to his teacher his need for proper motivation. With the possibility of a post in the safety patrol, Tommy's work takes on new meaning. Correlated with the textbook Psychology in Education by Sorenson.

INCIDENT ON WILSON STREET
McGraw-Hill Book Company
NBC News Production
Film - 51 min., B & W, $250

Defines learning in a very real sense, and tells how it is fully achieved.

JAMIE--STORY OF A SIBLING
McGraw-Hill Book Company
National Film Board of Canada
Film - 28 min., B & W, $165

Film emphasizes the damaging effects of sibling rivalry on family members, and illustrates how ego-drafting this rivalry can be to a child.

LET'S LOOK AT THE LEARNER
Colonial Films, Inc.
Filmstrip, Color, Record, $23

Stresses the importance of realistic objectives and shows the teacher how different teaching methods affect learning.

MOTIVES AND LEARNING
McGraw-Hill Book Company, 1968
Wilbur J. McKeachie
Tape - 23 min., $10

Discusses what makes children want to learn and the definitions of motivation. There are assumptions about what motivates children, problems of different kinds of learners, and effects of different kinds of teachers. Reference is made to some of the research done on this matter by Atkinson and O'Conner and others and the need for more laboratory type experiments on motivation and learning.

MY NAME IS CHILDREN
Indiana University
Film - 60 min., B & W

Delineates how the Nova Elementary School at Fort Lauderdale, Florida is using an inquiry approach to motivate students to learn. Shows special teacher meetings in which student problems as well as coordination of general plans are discussed. Portrays the involvement of the children as they are learning.

PRINCIPLES OF CHILD DEVELOPMENT
McGraw-Hill Book Company
Ruth Strang
Tape, 15 min., $10

The importance of influence on the early years of a child's development are discussed, particularly that of a mother's love and the need for affection. There have been changing concepts over the years on the treatment of children but the present balance is commended. It is pointed out that children have different patterns of development by that remedial work can remove some of the blocks to learning. Problems of children should be carefully studied and then the child helped to develop in his own best way which will result in feelings of security. The principles of careful child development are elaborated.

SHYNESS
McGraw-Hill Book Company
National Film Board of Canada
Film - 23 min., B & W, $125

Shyness in children, its causes, and how, through a greater understanding by parents and teachers, this problem may be dealt with are studied in this film. From the lonely existence of a typically shy adult, the film turns to a study of three children.

TEACHING THE 3's, 4's and 5's
Churchill Films
Films - 20 min., 16 mm., B & W, $120

Guiding Behavior

The camera has captured a number of actual behavior situations that frequently trouble nursery school teachers. We are able to eavesdrop while teachers handle and mishandle familiar situations in which children approach chaos, teeter on the limits of safety and assert sturdy egos. Many questions are raised; few answered.

Setting the Stage for Learning

The key to this document is a filmed experiment in which a group of children are urged to play in a sandbox containing no tools or toys--only sand. The debacle is contrasted with a number of familiar nursery school situations in which teachers use ingenuity to enlarge the children's learning experiences. Again, more questions than answers.

THE TEST
McGraw-Hill Book Company
National Film Board of Canada
Film - 29 min., B & W - Color, $150

In this film dramatization of a very wide-spread problem, an idealistic teacher prefers to resign her position rather than continue to condone cheating in the classroom. Parents are shocked and indignant at her charge. They organize protests and petition the school principal. The true role of the home and school is vividly illustrated.

TRANSFER OF LEARNING
Bel Mort Films
Robert C. Craig
Filmstrip - Color

Examines various theories which attempt to explain transfer, and shows how the modern theory has influenced how and what we teach.

UNDERSTANDING THE GIFTED
Churchill Films
Henk Newenhouse
Film - 33 min., Color, $225

Observes givted children ranging from the fourth through the twelfth grades using techniques of interview and group discussion. Various positive characteristics of the gifted are examined: their ability to handle symbols and generalizations, their creativeness, the frequent multiplicity of interests, and the high ideals and values so often found among them. Negative traits are also discussed.

YOU & YOUR CLASSROOM
Bailey Films
Los Angeles City School
Film - 10 min., Color, $120

This open-ended film was designed to stimulate objective discussion as to possible solutions for typical problems of behavior that are common to elementary classrooms. A need was established for a film on general discipline situations in elementary schools and was designed to aid in the improvement of classroom control. Fourteen individual problems scenes are enacted in a classroom.

CRITICAL MOMENTS IN TEACHING
Holt, Rinehart and Winston, Inc.
Film - 8 min., Color, $100

Boys in a high school class have not been paying attention since the poetry lessons began. Finally, Miss Carter, the teacher, challenges a student by asking him how he feels about poetry and gets more than she bargained for. "I think poetry's a waste of time," says Gary. "What good will reading poetry do me? . . . I'm going to be an engineer." Other students join in with similar complaints, and Gary tops them all by jeeringly quoting a line Miss Carter had said was great poetry. The class shouts with laughter and waits expectantly for Miss Carter's reply. Film ends asking viewers to discuss what Miss Carter should do.

TEACHING PROBLEMS LABORATORY
Science Research Associates, 1967
Filmstrip, Record, and Films

Through the record and filmstrip and the Participant Resource Unit, the students of teaching are introduced to Pat Taylor's class. The situations are hypothetical although the class was real. There are thirty-one critical incidents in the simulation exercise book. Twelve of the incidents are presented on film and then responses are to be made in the student's workbook.

Includes role-play cards, ditto masters for written teaching problems and selected references for solving the problems, an Instructor's Guide, and Participant Resource Unit with cumulative record folders, sociograms for the class, a Faculty Handbook, a Curriculum Handbook, Audiovisual Guide, reading progress reports, and a Participant Book.

PLANNING A UNIT
Bel-Mort Films
Filmstrip - Color $6.50

The development of a unit plan in terms of broad objectives, methods, materials, and means of evaluation are shown and the differences between a resource and lesson plan are given.

METHODS OF TEACHING

Part I: An Overview
Part II: Teaching Types
Part III: Selected Quotations
Bel Mort Films
Filmstrip - Color, $19.50

An extensive consideration of method--including its theory, example of various methods, and observations about their role in teaching.

PROFESSION COMMITMENT

Educational Filmstrips
Filmstrip - Record, $10

Raises the question that all teachers at some time ask, "Why am I teaching?" The filmstrip shows teachers at different levels and of differing ages discussing this question and some of their frustrations, such as numbers, rewards and satisfactions. This film presents an existentialist point of view that teaching is a feeling; that becoming a teacher with this feeling is the commitment that makes teaching meaningful and rewarding.

THE TEACHER AS A SPEAKER

Colonial Films, 1968
Filmstrip - Record, $25

Points out some of the habits and postures of teaching that distract from learning and suggests some positive approaches that teachers should be conscious of and try.

LOOKING AT TEACHING

Colonial Films, Incorporated, 1966-1967
Filmstrip - Color, Record, $25

Illustrates the relationship between the teacher and student, showing that the instructor must adjust to the learner's initial behavior and learning ability. The subjects of preplanning, motivation, involvement and testing are illustrated as they relate to the teaching-learning process.

PLANNING FOR PERSONAL AND PROFESSIONAL GROWTH

McGraw-Hill Book Company
Correlated with the textbook by Richey: Planning for Teaching
Film - 18 min., B & W, $110

A dramatic case-study of the personalities and careers of four teachers, this provocative film illustrates the importance of planning for personal and professional growth.

From case histories the audience can draw the answer to the concluding question, "Why is it that teaching can be a source of dullness and frustration for some and a rich and rewarding experience for others?"

EDUCATIONAL OBJECTIVES
Systematic Instructional Decision-Making
Educational Objectives
Selecting Appropriate Educational Objectives
Establishing Performance Standards
Appropriate Practice
Perceived Purpose
Evaluation
Vimcet Associates
Filmstrip and Tapes $87.50

This set of 7 filmstrips and coordinated tapes teaches instructional decision-making. The programs are presented in programmed instructional form as the listener is asked to respond immediately and then is told what the authors believe is correct. Based on Bloom's Taxonomy of Educational Objectives, different levels of the cognitive domain are presented in objectives and then contrasted with the same objectives in the affective domain.

ASKING QUESTIONS
Bel Mort Films
Filmstrip - Color, $6.50

Discusses the need for asking questions, useful types of questions, the manner of asking questions and the variety of reasons for asking questions.

EXPLAINING
Bel Mort Films, 1963
B. Othanel Smith
Filmstrip - Color, $6.50

A follow-up to "The Logical Dimension in Teaching," explanation entries may be placed into six different groups, depending upon the sort of antecedent to be supplied after a particular consequent.

LOGICAL DIMENSION IN TEACHING
Bel Mort Films, 1963
B. Othanel Smith
Filmstrip - Color, $6.50

Discusses the logical dimension of teaching in the classroom unit of an episode. Episodes made up of an opening, sustaining, and closing phrases may be put into such categories as opening, substituting, and classifying. Graphically outlines twelve classifications for monitoring a teacher's behavior.

STUDYING TEACHER INFLUENCE
Audio-Visual Education Service - Ned A. Flanders
Filmstrip - Color, Tape, $50

Part I - The first filmstrip in the series is divided into two sections, the first of which consists of a series of interviews wherein teachers reveal a wide range of reactions to in-service training. Many of these reactions are negative. This first part is to be used as an introduction to small four- to six-man group discussions. Following the group discussions, the second section of this filmstrip, called a "Bill of Rights" for teachers participating in the in-service training, is used as a summary. Its use is well suited to the first day of an in-service training program to diagnose the attitudinal problems faced by the group.

Part II - This filmstrip introduces some of the basic concepts that we use in our in-service training program. The concepts of "direct influence," "indirect influence," "dependence," "independence," "clear goals," and "ambiguous goals" are included. The purpose of the filmstrip is to provide some conceptual tools for analyzing the verbal statements of teachers.

Part III - Ten categories used in interaction analysis are presented in the third filmstrip of the series. Included also are examples of each category from classroom tape recordings. The identification of specific types of verbal statements provides an operational definition of indirect and direct teacher influence.

Part IV - This filmstrip points out the methods used in tabulating interaction matrices and suggests some inferences that can be made from a completed matrix. It also introduces a very technical skill which teachers must understand if they are to make the most constructive use of consultant observation.

Part V - The final filmstrip in the series consists of three sections. The first section is a short introduction with coordinated filmstrip frames reviewing certain concepts previously presented. The principle of selective reinforcement is introduced which alerts the audience to listen for particular events in part two.

ART AND THE GROWING CHILD
McGraw-Hill Book Company
Leonie Brandon, Av Supervisor, New Haven, Connecticut and
A. Elizabeth Chaose, Docent, Yale University Art Gallery
Filmstrip and Record - Color, $15

Actual paintings made by children are used to illustrate the emotional and intellectual development of children and how a child can be better understood through his artistic work. One side of the record explains this for teachers and the other side is designed to stimulate children.

ART BEGINS AT HOME
Bailey Films
Film - 5 min., Color, $60

Shows first grade students printing wrapping paper by using vegetables and sponges. Liquid starch is used as a finger painting medium. Tempera painting by the children shows a variety of individual approaches. The painting of a playroom mural is shown in conclusion. Parent recognition is emphasized.

BUILDING CHILDREN'S PERSONALITIES WITH CREATIVE DANCING
Bailey Films
Lawrence P. Frank, Jr. and Gary Goldsmith, Robert B. Haas, UCLA
Film - 30 min., B & W $175, Color $275

Gertrude Knight brings a group of children through the initial periods of embarrassment and tension to a rhythmic point of expressive ability. Shows the personal development of children as revealed in creative dancing.

BUT FOR ALL TIME
University of Michigan - TV
Film - 30 min., B & W

Discusses modern visual approaches to the teaching of Shakespeare. Muralsm photographs, sculptures, models of Shakespeare's home, school and Globe Theater are highlighted.

CHILDREN ARE CREATIVE
Bailey Films
Film - 10 min., Color, $120

Demonstrates that the job of the teacher is to help stimulate and develop the creativity of a child. Shows examples of two teaching methods.

DEVELOPMENT OF CREATIVE EXPRESSION THROUGH A STUDY OF THE LITERARY ELEMENT OF CHARACTERIZATION
Great Plains National Television Library
California Project Talent for United States Department of Health, Education, and Welfare
Film - 30 min., 16 mm, B & W $47.39

Application of J. P. Guilford's "Structure of the Intellect" to the development of creative expression.

DEVELOPMENT OF CRITICAL APPRECIATION THROUGH A STUDY OF THE FUNDAMENTAL FORMS OF MUSIC
Great Plains National Television Library
California Project Talent for United States Department of Health, Education, and Welfare
Film - 30 min., 16 mm, B & W $47.39

Application of Jerome Bruner's description of the stages of learning in "The Process of Education" to the development of critical appreciation.

DEVELOPMENT OF SCIENTIFIC DISCOVERY METHODOLOGY AND INVESTIGATION THROUGH A STUDY OF GRAPHIC REPRESENTATION OF STATISTICAL INFORMATION
Great Plains National Television Library
California Project Talent for United States Department of Health, Education, and Welfare
Film - 30 min., 16 mm, B & W $47.39

Application of Benjamin Bloom and others' "Taxonomy of Educational Objectives: Cognitive Domain" to the study of mathematics.

DIVIDING FRACTIONS BY FRACTIONS
Bel-Mort Films
Thurman S. Peterson, Portland State College
Filmstrip - 44 Frames, Color $6.50

Presents implications for teaching operations in arithmetic.

EARLY EXPRESSIONALS
Summus Films
Film - 14 min., Color

Portrays nursery school children in their spontaneous and rhythmic movements with various art media creating an aesthetic design and a work of art.

ELEMENTARY SCHOOL SCIENCE TEACHING SERIES
McGraw-Hill Book Company
Glenn Blough
Films - 13 - 18 min., B & W and Color, $75.00, $230

A series of five films designed for teacher training and inservice training of elementary school science teachers. The films are largely actual classroom teaching situations illustrating the basic principles of good science teaching.

FINGER PAINTING METHODS
Coronet Films
Golden Gate Kindergarten Associations
Film - 8 min., 16 mm., B & W $45., Color $90

This film shows kindergarten children using different styles and techniques of finger painting and shows how these activities can be organized and administered.

FILMS FOR TEACHERS OF ELEMENTARY ALGEBRA - HIGH SCHOOL MATHEMATICS FIRST COURSE
Modern Learning Aids
University of Illinois Committee on School Mathematics
Max Beberman, Director
Film - Color, 18 - 47 min., $95 to $225

Primarily for ninth grade algebra teachers. Can be used in place of a live demonstration class and show instructional content known to be successful with junior high school students.

FORMAL ENGLISH AS A FOREIGN LANGUAGE
Indiana University
Film - 30 min., B & W

Examines the revolution in foreign language teaching and the emphasis on learning to perform in a language. Explores the need for English teachers to have students practice.

GEOMETRY IN THE PRIMARY GRADES
Bailey Films
Leslie W. Nelson and Jeanne A. McLeod, California State College at Los Angeles
Filmstrips - Color, Records 12" LP., $25

Introduces ways of acquainting primary graders with the principles of geometry through the use of games and other activities. Explains and demonstrates ways to present points, lines, angles, and basic shapes, and the additional concepts of perimeter, area, volume, and graphs.

150. THE HUMANITIES FILMS: THEIR AIMS AND USES
Encyclopedia Britannica Educational Corporation, 1967
Film - 16 mm, Color

Presents a cross-section of the EBE Humanities Program. There are clips from approximately 15 of the films in the series. Discusses the meaning and purpose of the humanities in general, and "listens in" on a high school classroom discussion based on Huckleberry Finn and Hamlet.

INDIVIDUALIZING READING INSTRUCTION IN THE CLASSROOM
AIMS Instructional Media Services, Inc.
Teachers College, Columbia University
Film - 20 min.

Shows first-graders learning to read. Depicts the advantages of an individualized approach and the conditions necessary for individualizing reading instruction.

LEARNING BY DESIGN
Peter M. Robeck Company, Incorporated
Film - 16 mm, B & W, $250

Elementary children at a crafts school are shown designing and making things with their hands.

MATH IS A MONSTER
Peter M. Robeck Company, Incorporated
Film - 30 min., B & W, $250

Large classes at various elementary levels work individually or in groups of two or three on projects which involve the pupils in discovering facts about numbers using real objects to discover mathematical patterns and relationships. Emphasis is placed on measurement and on relating problems to social situations.

MATHEMATICS FOR TOMORROW
University of Illinois
Mathematics Association of America and NCTM
Film - 30 min., Color

Shows how mathematical needs have changed over a period of years. Picture mathematics activities being carried on in the first and fifth grades and in high school, and points out the importance of using appropriate techniques such as the discovery method to teach the new content.

MODERN MATHEMATICS ACTIVITIES FOR PRIMARY GAMES
Bailey Films
Leslie W. Nelson and Jeanne A. McLeod, California State College at Los Angeles
Filmstrips - Color, Records - 12" LP, $25

Shows activities, games, and devices which have been successful in strengthening the mathematics program in the primary grades. These activities are number recognition and sequence, number concept and place value, computational skill, measurement, and other mathematical skills.

MODERN MATHEMATICS READINESS ACTIVITIES
Bailey Films
Leslie W. Nelson and Jeanne A. McLeod, California State College at Los Angeles
2 Filmstrips - Color, 2 Records - 12" LP, $25

Acquaints teachers with materials and techniques for developing understandings of number concepts in kindergarten, first grade, or with retarded or special education groups. The activities covered in this filmstrip are building a mathematics vocabulary, encouraging children to seek patterns and measurement concepts in their environment, provide a background for operations with whole numbers, and introduce problem solving habits.

A MULTIFACETED APPROACH TO TEACHING BOTANY
Purdue University
Samuel Postdethwait
Film - 17 min., B & W

Describes an audio-tutorial experiment in the teaching of botany. Documents the three types of study sessions: large group lecture, small group discussion and laboratory work. Details the routine for students in the program and summarizes results of the first two years of operation.

THE PURPLE TURTLE
Henk Newenhouse
Film - 13 min., Color $150

Photographed in a kindergarten, this film presents situations and moments in which children work with a variety of art materials and techniques. By capturing the excitement that art activities offer to students in the primary grades, the film stimulates thought, activity, and creativity in parents and teachers interested in art education.

READING A CROSS-SECTION
Bel-Mort Films
John R. Shaffer, Cortland State College, New York
Filmstrip - Color, $6.50

Considers a specific aspect of audiovisual instruction, namely, the interpretation of diagrammatic illustrations.

SCHOOL AND FAMILY ART
Bailey Films
Frank Bach, Central Washington State College
Film Series - 16 mm, Color

Presents interpretations of preschool and elementary school children engaged in numerous art activities. Shows children's work at school and home.

SERIES OF SEVEN FILMS FROM THE MATHEMATICAL ASSOCIATION OF AMERICA
Modern Learning Aids

Mr. Simplex Saves the Aspidistra

Shows that arithmetic is far more than a collection of procedures for computation. Numbers present exciting and challenging opportunities for investigations.
Color, 33 min., $210

What Is a Set?

Through a variety of concrete illustrations the concept of a set is developed.
Color, 14 min., $110

One-to-One Correspondence

The concept of a one-to-one correspondence between two sets is illustrated and its properties are developed.
Color, 10 min., $75

Counting

Examines counting methods.
Color, 9 min., $75

Sets: Union and Intersection

Illustrates the operations of union and intersection of sets.
Color, 6 min., $45

Addition and Subtraction

Develops the relationship between the union of sets and the addition of numbers.
Color, 8 min., $60

Multiplication and Division

The Cartesiona product of sets is used to define the multiplication of numbers.
Color, 7 min., $60

SERIES OF THIRTY FILMS PRODUCED BY THE SCHOOL MATHEMATICS STUDY GROUP
Modern Learning Aids
Color, 10 min., $225

For use by teachers to increase their understanding of the basic concepts in the courses they are teaching. Not structured for any specific curriculum.

SEX EDUCATION U. S. A.
Guidance Associates, Harcourt, Brace & World, 1967
Sex Information and Education Council of the United States,
Mary S. Calderone, M.D.
Filmstrip, Record, $35

This detailed orientation helps explain the need for and the goals of sex education. It demonstrates sex education methods now in use in schools and youth organizations across the country. Students see and hear teachers at work in the classroom; see and hear students ask and answer questions; see and hear teachers discuss curriculum, personal challenges, and student and community response. Administrators describe how their own programs started. Includes a 28-page booklet, "Sex Education U.S.A.; A Community Approach."

SCIENCE ACTIVITIES FOR ELEMENTARY SCHOOL CHILDREN
Plants and Animals
Magnetism, Electricity, and Machines
Air, Weather, Jet Propulsion, and Space
Bailey Films
Leslie W. Nelson, and Delwyn G. Schubert
Filmstrips - Color, 12" LP Records, Set $32.50

Simple experiments are shown, along with questions that may be asked before, during, and after the students perform the experiments. Use of the methods and ideas in these sound filmstrips is intended to stimulate in students an appreciation of the scientific aspects of the world around them.

THE SIXTH-GRADE STUDIES - SOUTH AMERICA
Atlantic Productions, Inc.
Produced by Helen Heffernan
Filmstrip - Color, One 12" LP Record, $16

Sixth-grade children in a typical public school explore the complex cultures of South American republics and acquire basic understanding of a country by studying its history, geography, literature, art, music, and languages.

SOCIAL STUDIES TEACHING TECHNIQUES
Bailey Films
Ruth O. Bradley, San Jose State College, California
Film - 16 mm, 21 min., B & W $120, Color $225

Demonstrates successful methods of teaching social studies; shows how the teacher can initiate, develop, and conclude a unit of work. An elementary class decides to answer an appeal to provide bedding for a children's hospital. This motivates a social studies unit of work, with textiles as the point of departure for a study of the United States. The class is divided into committees to work with different phases of the research involved.

STARTING TOMORROW
Ealing Corporation, 1967

Films - Super 8 mm,	Sound cartridges	$1,795.	Color
	with projector	$2,090	
16 mm,	reels only	$2,200	

There are 12 films that cover the following information:

New Ways in Composition (Films "Planning the Story" and "Developing the Vocabulary"). A teacher helps students to write stories independently and enlarge their vocabularies.

The School's Environment. A sequence of lessons that will help teachers involve all of their pupils in the mapping and investigation of the school's environment, both natural and man-made.

Trends in Reading Instruction. The main techniques and media of each reading approach are made understandable and useful to the typical grade teacher who has little time to keep up to date on these developments.

New Ways in Elementary Science. As conceived and developed by Brenda Landsdown, of Brooklyn College, these filmed lessons illustrate unrehearsed fourth-graders filmed making valuable discoveries from their own investigations with simple materials and with little or no help from the teacher. The films show how the pupils begin to develop concepts about their discoveries through talking about them with the teacher and their classmates.

Teaching techniques in the areas of visual expression and visual communication.

Teaching techniques for enhancing communications skills in elementary social studies.

THE TEACHER AS A STORYTELLER
Ohio State University
Columbus Public Schools
Film - 16 mm, 21 min., B & W, $110

In a lively dialogue with a group of inner-city school children, William M. Martin, noted educator and author of children's books, demonstrates and analyzes storytelling. He explores the different level of language and makes storytelling a creative, reciprocal experience.

TEACHING ENGLISH
Bailey Films
Los Angeles Public Schools
Filmstrip - Color, Record 12" LP, $13

Demonstrates teaching of English in junior high school.

TEACHING LANGUAGE SKILLS
Bailey Films
Los Angeles City Schools
11 Filmstrips - Color, 8 LP Records, $78.50

This series depicts lessons and short classroom experiences in the first six grades. Focuses on oral language for young children; background for written kindergarten;

beginning writing; independent writing in primary grades; spelling I; spelling II; spelling III; written expression; children correcting their work; improvement of a specific language skill; maintenance of language skills.

TEACHING READING IN SECONDARY SCHOOLS
Indiana University
Syracuse University
Films - 16 mm, 11 - 21 min.

A series of 10 short films for teaching reading; analyze reading achievement, comprehension skills in the secondary schools.

TEACHING READING WITH GAMES
Bailey Films
Delwyn G. Schubert & Leslie W. Nelson, California State College
Filmstrip, One 12" LP Record, Illustrated Manual, $17.50

Illustrates a number of completely self-directive and self-corrective games which provide individual reading practice for children in a way that is purposeful, enjoyable, and motivational.

TEACHING SCIENCE
Bailey Films
Los Angeles City Schools
Filmstrips - Color, 12" LP Records, $38

Young Children Explore the World of Science, I
Young Children Explore the World of Science, II
Together We Learn About Sound
Guiding Children Through a Science Lesson

Demonstrates teaching procedures in the first six grades.

TEACHING SCIENCE: PHOTOSYNTHESIS
Bel-Mort Films
Milo K. Blecha
Filmstrip

Various aspects to the teaching of science in the elementary schools--with the topic of photosynthesis used as a vehicle to illustrate different points.

TEACHING SCIENCE IN THE ELEMENTARY SCHOOLS
Stanley Bowmar Company, Incorporated
Helen Heffernan, Sacramento, California, and Lovelle C. Downing, Modesto City Schools

A series of new science filmstrips in color, depicting actual school activities, with recordings and guides for in-service teacher training.

The World Is So Full of a Number of Things
Filmstrip - Color, 12" LP Record, $16.50

Kindergarten: With this sound filmstrip the kindergarten teacher is made more aware of the science experiences to be found within the environment of any group of five-year-olds as well as alert to opportunities many new situations provide.

All About Milk
Filmstrip - Color, 12" LP Record, $16.50

Primary Grades: Shows how a group of seven- and eight-year-old children experience science through firsthand study strips and experimentation, and how in the classroom they can be led to interpret and organize their new learnings in ways meaningful to them.

Understanding Growth and Change
Filmstrip - Color, 12" LP Record, $16.50

Primary Grades: The first-grade teacher capitalizes on the insatiable curiosity of her boys and girls and focuses their attention on the wonderful phenomena of growth and change in everything about them.

Science in Our Daily Bread
Filmstrip - Color, 12" LP Record, $16.50

Primary Grades: A sensitive and demonstrative teacher demonstrates the scientific method as well as the use of a wide variety of science content as a group of seven- and eight-year-olds pursue the broad area of how man meets his basic need for daily bread.

Science in the Magic Story of Water
Filmstrip - Color, 12" LP Record, $16.50

Intermediate Grades: The opening sequence of this sound filmstrip gives many suggestions for a planned environment; the remaining sequences are built around major problems--the water cycle, water animals, man's use and control, water transportation and conservation.

158. TEACHING SOCIAL LIVING SKILLS
Consumer Education
Health and Nutrition
Practical Government
Parent Education and Family Life
National Education Association, 1968
Mixed Media, $18-$27

Contains items for both group and individual use, including guide manuals, lesson plans, transparency masters and texts, filmstrips with recorded narration, student worksheets, and 25 records for students' home use.

UNIT TEACHING IN FOURTH-GRADE SCIENCE
Iowa Films
Film - 17 min., Color

Presents a problem method approach in a science unit on the sense organs.

UNIT TEACHING IN KINDERGARTEN
Iowa Films
Film - 30 min.

Problem method approach for initiating foundation experiences in kindergarten science units.

VISUAL PERCEPTION AND A FAILURE TO LEARN
Churchill Films
Film - 16 mm., 20 min., $120

Illustrates disability in visual perception. Its effect upon learning is demonstrated as children with varying perceptual problems attempt to perform school tasks. These disabilities are explained and identified using the Marianne Frosting Development Test of Visual Perception.

SHOW ME
Universal Education & Visual Arts
Film - 28 min., B & W, $150

Designed for professionals involved in the education of the mentally retarded. Promotes the teaching of movement and rhythms to these children and conveys the need for these activities. Further, it provides a channel through which physical educators may enter the field of education for the mentally retarded while introducing an adapted program for those already involved in this work.

ONE AND TWO AND THREE
Henk Newenhouse & Wexler
Film - 15 min., Color, $150

Two 7 1/2-minute units on one reel permit this slow-paced film to be repeated, in order that mentally retarded children may learn counting, colors and vocabulary. Mary, 6, tells Bill, 12, about her pets and the animals she tends on the farm--one horse, two cats, three pigs, and three baby chicks. The children sing a counting song, which students, too, may sing as a reward for their progress.

STORY OF THE HARLAN SHOEMAKER SCHOOL
Bailey Films
Los Angeles City Schools
Film - 15 min., Color, $160

Documents the complete therapy program of the Harlan Shoemaker Elementary School for the physically handicapped, located in Los Angeles. Describes the similarity and differences between these classrooms and other elementary schoolrooms; the rest, therapy, and individual attention offered to the children; their games and play; the psychological testing done by the school; and community-school cooperation.

THE WORLD OUTSIDE

S. L. Films Productions, 1968-69
Film - 30 min., B & W, $150

An award-winning study of how two severely disturbed children were brought "out of themselves" and helped back on the road to awareness.

OPERATION HEAD START

Bailey Films
Paul Burnford, narrated by Burt Lancaster
Film - 16 min., B & W, $100

Documents a project conducted at the Van Nuys, California, Head Start Child Development Center for underprivileged children. Describes the home and classroom experiences of a Head Start child, Reuben, which parallel the experiences of more than one million underprivileged American children throughout the country. The work of skilled volunteers and teachers is stressed.

TEACHING THE DISADVANTAGED CHILD SERIES

McGraw-Hill Book Company
The Lincoln-Filene Center for Citizenship and Public Affairs, Tufts University
Three films - 16 min., 18 min., 15 min., B & W, $330

Series presents authentic situations involving real teachers and disadvantaged children rather than professional actors. The films introduce the viewer to the special problems, special needs, and special strengths of the inner-city child. They help the teacher understand the culture and values of his students and help to stimulate interest in searching for new ways to deal with the special educational problems of disadvantaged youth.

RAFE: DEVELOPING GIFTEDNESS IN THE EDUCATIONALLY DISADVANTAGED

Bailey Films
Jarvis Couillard Associates in collaboration with the California Association of School Psychologists and Psychometrists
Film - 20 min., Color, $225

Rafe is a gifted educationally disadvantaged child portrayed in three environments: home, school, and neighborhood. This open-minded film about Rafe leads its audience into an immediate and highly motivated discussion. The many problems, along with possible solutions, provide a stimulus for action toward establishing adequate programs to care for children such as Rafe.

STEVE PETCHANEK
    Bailey Films
    Film - 22 min., Color, $240

Steve Petchanek is a disadvantaged (educationally) student who is gifted. His giftedness is recognized by a school counselor using the method of self-development guidance which leads to Steve's personal growth. The counselor helps Steve learn to make his own choices and the various stages of this development are shown. The film also shows how the counselor works with Steve's family and how it is possible to help the educationally gifted make better career choices.

A SECOND CHANCE
    Indiana University
    Film - 60 min., B & W

Tells the story of a group of high school drop-outs, beginning with their departures from New York City and ending after their first 300 days at Fort Rodman, near New Bedford, Massachusetts, as members of the Job Corps. Documents some of the problems, defeats, and triumphs of the teachers and trainees during this period.

ODYSSEY OF A DROPOUT
    Coronet Films
    Film - 19 min., B & W, $105

Film is a portrayal of a boy faced with the decision of continuing his education or leading a life without hope or meaning.

THE NEW NURSERY SCHOOL: INTELLECTUAL DEVELOPMENT OF YOUNG CHILDREN
    New Nursery School Films
    Film - 18 min., Color, $180

Demonstrates methods for helping the disadvantaged child establish concepts, maintain them through constant and varied use, and then extend them to other situations. Active, experience-based situations are used.

AUDIO-VISUAL MATERIAL IN TEACHING
Coronet Films, National College of Education
Bureau of Audio-Visual Education, California State Department of Education
Film - 13 1/4 min., B & W $75., Color $150

This film shows how audio-visual materials can assure children's attention and interests in the classroom. Integration of audio-visual materials into a unit is demonstrated as we see the work of the teacher and the audio-visual center in coordinating efforts to bring rich learning experiences to the classroom. Actual class situations, teachers, class activities, and an audio-visual center are shown.

THE AUDIO-VISUAL REPRESENTATIVE
Bailey Films, Los Angeles City Schools
Filmstrip - Record, Color, $12

Discusses the responsibility of the audio-visual representative in a school building, including communicating with the faculty, ordering films, scheduling films and equipment, working with the projection crew, saving time, and additional services from the audio-visual department.

BASIC EDUCATIONAL GRAPHICS
Educational Media Laboratories, 1967
Five Filmstrips and Records, 10 overhead transparencies, teacher's manual, student manual and kit

The filmstrips, overhead transparencies, and records cover the need for teacher made graphics. Shows some of the basic lettering techniques for teachers, hinge method of mounting, good design for posters, and dry mounting.

CAMERAS IN EDUCATION
Educational Media Laboratory
R. A. Frye and J. C. Blundell

The camera series is designed to familiarize teachers with the use of simple, cartridge-load cameras. It contains lessons about camera operation, composition of the contents of a photograph, planning slide sets, and instructional applications.

CHILD OF THE FUTURE
McGraw-Hill Book Company
Narrated by Dr. Marshall McLuhan
National Film Board of Canada
Film - B & W, $300

This provocative and highly informative two-part film shows you how some of the products of modern technology are being used in the classroom.

THE COMMUNICATION CONFERENCE
THE COMMUNICATION REVOLUTION
TEACHING MACHINES AND SIDNEY PRESSEY
MUSIC RESEARCH
Ohio State University
Four Films - B & W

Nonprogrammatic in design, films are composed of two discussion films with leaders in the field of media and two research documentaries on programmed instruction. In these, the new educational media is viewed in a perspective ranging from Sidney Pressey to Marshall McLuhan.

EDUCATIONAL MEDIA KIT
McGraw-Hill Book Company, 1964
Films, Slides, Filmstrips, Tape Recordings, Mounted Pictures, 8 mm Film in Cartridges, Transparencies

A series of 18 kits which explain the various media. Also shows how media can be coordinated for effective learning. Includes Display Surfaces, Opaque Projection, 35 mm Filmstrips, 16 mm Motion Pictures, Tapes and Disc Recordings, 2' x 2' Slides, 8 mm Motion Pictures, Overhead Transparencies, Language Laboratories, Television, Programmed Instruction, Instructional Materials Center, Westward Movement, Haiku Poetry; Concept of "Set," Sound and the Human Ear, and Rotary Combustion Engine.

AN EXAMPLE OF A TEACHING MACHINE PROGRAM
Basic Skill Films, 1966
Filmstrip - Color, $6.50

Examines programmed instruction.

FILMSTRIP PROJECTORS
Educational Filmstrips, 1962
Filmstrip - Color, $6.50

Gives step-by-step operation of a filmstrip projector from setting up a projector to the proper threading. Details of how a filmstrip can be ruined are also shown.

HOW DOES A PICTURE MEAN?
Eastman Kodak Company
Filmstrip - Color, B & W and Teacher's Guide, $6.50

A series of pictures that explain the meaning of a visual subject, predicate, and object. Pictures are shown in the same language that would be used with prose.

THE INFORMATION EXPLOSION
Ohio State University, 1967
Film - 34 min., B & W and Color, $95

In this film Dr. Edgar Dale discusses the sociological aspects of the revolution in electronic and human communication and the effects certain media have on children. In a historical perspective communication is traced from the time of cave paintings to present communication networks in government, industry, and the professions. Follows an elementary boy and a secondary girl into their homes to show the effect of media on their lives.

INSTRUCTIONAL MATERIALS
Pictures and Words
Part I: Pictures
Part II: Words
Bel-Mort Films
John R. Shaffer
Filmstrips - $12

Books, motion pictures, recordings, and other materials are highlighted along with some general reasons for using all of them.

INTRODUCTION TO GRAPHIC DESIGN
Bailey Films
John Grider
Sound Filmstrip - Color, Two 12" Records, Illustrated Manual, $25

A basic introduction to the materials and techniques of the graphic artist, covering the materials and tools used in all phases of work from layout to lettering and the basic techniques from ruling to rubber-cementing.

KNOWING TO LEARN
National Film Board of Canada
Film - 58 min., B & W

Filmed in the various parts of the United States and Canada, "Knowing to Learn" shows the more tested and accepted of the new teaching instruments (such as closed-circuit television) and the less familiar innovations now being tried out.

It commends itself to all those who are in the direction and intent of teaching today.

THE LANGUAGE LABORATORY
Basic Skill Films, 1966
Filmstrip - Color, $6.50

Audiolingual approach to teaching foreign language can be facilitated by a language laboratory. Explains equipment and how it accomplished audiolingual approach to language with an instructor on an individual basis. The three general classes of language laboratories are shown.

LET THEM LEARN
Encyclopedia Britannica Educational Corporation, 1966
Film - 28 min., Color, $180

A teacher education film examining the characteristics of educational films that make them significant teaching materials; it illustrates the ways a film can be used in a planned or spontaneous teaching situation. Classroom vignettes and excerpts from films show that when AV materials and equipment are available the "teachable moment" can be taken advantage of fully.

LOOKING AT VISUAL AIDS
Colonial Films, Incorporated, 1967
Filmstrip - Color, Record, $25

This set was designed with the learner in mind. It serves well as a review for experienced teachers or to introduce the prospective teacher to visual aids. Subjects include filmstrips, slides, chalkboards, pointers, paper easels (flip charts), and others.

MEDIA: CAMERAS & THEIR USES
Educational Media Laboratories, 1965
Projectuals, 4 Filmstrips and Tapes, 1 Instructor's Handbook, $113.50

Focuses the attention of teachers on matters of composition, organization, and possible areas of application. Not technical or difficult to follow, there are step-by-step procedures to follow.

MEDIA SYSTEMS FACILITIES
Educational Media Laboratories
Filmstrip to be produced

Explores procedures for innovation and change and suggests methods for integration of resources toward improvement of instruction.

MEDIA SYSTEMS & INNOVATIVE USE OF MEDIA

Educational Media Laboratories
Filmstrip - $60

A study of existing facilities, ideas for innovation, and theoretical concepts regarding physical instructional facilities. The series treats design and organization of teaching, production, and storage centers and subcenters.

MOTION PICTURE PROJECTORS

Educational Filmstrips, 1962
Filmstrip - Color, $6.50

Stresses reading the manual first, proper physical set-up including prefocusing the film, and understanding of the film threading. Gives steps for smooth operation and problems that may arise.

NEW DIMENSIONS THROUGH TEACHING FILMS

Coronet Films
Film - 2 1/2 reels, Color, $100

Set in an up-to-date instructional materials center, this film emphasizes the modern role of the educational film as a basic curriculum tool. The effectiveness of a film utilization program planned for specific subject areas and grade levels is dramatically demonstrated for both lay and professional audiences, using excerpts from more than sixty films selected from Coronet's library.

THE NEW NURSERY SCHOOL: THE LEARNING BOOTHS

New Nursery School Films
Film - 17 min., Color, $130

Nonautomated "talking" typewriters, chalkboards, and other audiovisual-kinesthetic techniques are used in a one adult to one child relationship in the learning booths. Environment, developed by O. K. Moore and his associates, develops verbal skills and problem solving.

PERCEPTION AND COMMUNICATION

Ohio State University, 1967
Film - 32 min., B & W and Color, $80

In this film, Dr. Kenneth Norberg introduces contrasting theories of how human perceptions affect the communication process. In sequences which follow, theory is related to Peace Corps, military, and industrial training programs. In these sequences human perception is explored as part of the total communication process and is related specifically to teaching and learning.

PHOTOGRAPHY: CLOSE-UPS AND COPYING WITH 35 MM CAMERAS
Educational Media Laboratories, 1964
Bailey Films, Incorporated
Joel A. Benedict; Arizona State College; John W. Norviel
Filmstrip, Record, Manual

Provides instruction in close-up photography as to the various methods, exposures, and other technical details.

THE PROCESS OF COMMUNICATION
Ohio State University
Film - 45 min., B & W and Color, $110

Dr. George Gerbner explains the nature of the communication process using animation followed by 8 "models" of communication in industrial, military, and teaching settings. Concludes by emphasizing the role of the teacher in the total communication process.

PROGRAMMED INSTRUCTION
Educational Media Laboratories
R. F. Littrell
Film - $65

Considers the implications of research in programmed instruction, analysis and establishment of instructional and educational systems, content analysis, formulating instructional objectives, programming styles, and evaluation of programmed material.

PROJECTED MEDIA: CONVENTIONAL MEDIA
Educational Media Laboratories, 1968
Film - 16 mm, Filmstrips, and 8 mm Film, $185

A series designed to familiarize preservice and in-service teachers with current projected media hardware and software generally available in most schools.

PROJECTED MEDIA: OVERHEAD PROJECTION
Educational Media Laboratories, 1968
Five Filmstrips, Records, 18 Overhead Projectuals and Student Manuals, Instructor's Manual, $150

Covers the use of the overhead projector as a classroom technique and compares it with the opaque, the flexibility of the overhead, and some basic rules for use as well as some applications. It shows how to plan a projectual, simple projectual production by heat transfer and handmade and advanced production techniques, and mounting and masking projectuals.

PREPARING PROJECTED MATERIALS

Bailey Films
Visual Education Films
V. S. Rasmusen, Wisconsin State University
Film - 15 min., Color, $160

Vignettes of an early-day teacher using a "magic lantern" in her classroom open and close this picture which shows her modern-day granddaughter as a building audiovisual coordinator. The teachers in her school use a variety of projected materials, many of which they prepare themselves. Among the demonstrations are use of 2 x 2 cameras, Polaroid copying stand, Polaroid back for a Graphic camera, Thermofax copier for copying and color lift-off, overhead, opaque, and 2 x 2 projectors.

PROJECT DISCOVERY: A DEMONSTRATION IN EDUCATION

Film - 27 min., B & W $75, Color $150

A documentary presenting the innovative educational project in which an entire school is given enough AV materials and equipment to make an impact on every grade and subject area. Classroom situations illustrate the effect this has on the child's ability to learn and the contribution Project Discovery has made in in-service teacher education.

PROJECTED MEDIA: THE OVERHEAD PROJECTION SERIES

Educational Media Laboratories, 1967
B. T. Mooney

A course for in-service and preservice teacher training treating use of the overhead projector, design of the classroom for instruction, rules for using the overhead in teaching, planning and producing overhead projectuals (including handmade, diazo, and heat-transfer projectuals), advanced production techniques, and mounting the projectual with masks and overlays.

RESOURCES FOR LEARNING

McGraw-Hill Book Company, 1964
Film - Color, 23 min., $198.95

The film shows the range of both traditional and new educational media available to schools and the implications of their use for improvement in education. Three methods of teaching and learning are given: presentations to classes or groups generally by teachers; independent study by students as each works alone; and interaction learning when students and teacher work together in groups. Different media are introduced and examples given for the three methods of teaching to show how these are an integral part of the teaching.

RHETORIC OF THE MOVIE
Eastman Kodak Company
Films - Silent Super 8, $22.50

This series is to teach the language of film to anyone interested in making his own movies. Camera shots are expressed in terms of language so that movies can be made which tell a story.

Unit 1. A Simple Movie Utterance - shows visually what a simple visual utterance looks like.

Unit 2. A Simple Movie Sentence - shows visual subject, predicate and object elements of a movie.

Unit 3. Complicated Movie Sentences - concentrating on one part of the action, more than one subject, predicate, and object are shown.

Unit 4. Varying the Point of View - shows how varying the camera angle can change the view of the situation filmed.

Unit 5. Making Movie Sense - a demonstration of the need for logical sequences in making films.

Unit 6. A Movie Paragraph - the scenes from the five previous units are put together to make a visual paragraph showing a flowing, logical order.

SIGN ON/SIGN OFF
Penn. State University, 1967
Film - Color, $150

A non-technical introduction to computer-assisted instruction. The tutorial method of instruction is examined both in the classroom and at the computer terminal. Contains short statements by educators associated with the Penn State CAI research project.

SUCCESSFUL USE OF THE LANGUAGE LABORATORY
Indiana University
Films - 14 - 15 min. each

For use in teaching how to set up a language laboratory with various combinations of the three basic language laboratory equipment systems, audio-passive, audio-active and audio-active record.

THE TAPE RECORDER IN TEACHING
Basic Skill Films, 1966
Filmstrip - Color, $6.50

Explains how sound is recorded on tape. Ideas for usage are shown in the class for groups and individuals as well as some of the out-of-school uses. Different ways to make recordings and how to edit and splice tape are shown in steps.

THE TEACHER AND TECHNOLOGY
Ohio State University, 1967
Film - 49 min., B & W, $110

This film demonstrates current uses of instructional technology in school administration, teacher-training programs, and classroom situations. The present unlimited capacity of this technology to record, store, retrieve, and distribute all types of information data is illustrated in 11 different settings. Dr. James Finn concludes by projecting the teacher as the primary source to improve and revitalize the educational process. Ends with a discussion by Dr. Edgar Dale, Dr. Marshall McLuhan, Dr. Gilbert Seldes, and Dr. Keith I. Tyler.

TEACHING MACHINES
Basic Skill Films, 1966
Filmstrip - Color, $6.50

Tells what teaching machines are like, what a program is and the difference between a linear and branched program. Tells how programs are made.

TEACHING WITH VISUAL MATERIALS SERIES
Exciting Bulletin Boards, Part I
Exciting Bulletin Boards, Part II
The Flannel Board
Posters
The Chalkboard, Part I
The Chalkboard, Part II
Stanley Bowman Company, Incorporated
Filmstrip - $45

Designed to promote teacher interest in visual teaching and to provide practical suggestions for the effective use of the bulletin board, flannel board, poster and chalkboard as visual teaching devices.

TELEVISION TECHNIQUES FOR TEACHERS
Television ITV Library, University of Nebraska
Film - 24 min., Color, $148.50

Geared to the utilization of television in the classroom, this film recognizes the difficulties associated with the introduction of instructional television in the classroom. The approach is light and entertaining to the problems of introducing TV, including the principal acceptance by some teachers and rejection by others, scheduling problems, reviewing the material presented on television, ordering auxiliary materials, and integrating the lessons into the daily lesson plan.

TROUBLE-SHOOTING MOTION PICTURE PROJECTORS
Educational Filmstrips, 1965
Filmstrip - Color, $6.50

Explains the various troubles that can arise in using a motion picture projector and what to do about these troubles for the machine and the film.

USING AUDIOVISUAL MATERIALS SERIES
The 16mm Motion Picture Projector, 1
The 16mm Motion Picture Projector, 2
The 16mm Motion Picture Projector, 3
The Filmstrip Projector
The Filmstrips and the Teacher
Stanley Bowmar Company, Incorporated
Filmstrip - $29.50

Provides a thorough introduction to the operation and care of motion picture and filmstrip projectors. The effective use of filmstrips in teaching is covered in detail.

USING FILMSTRIPS IN TEACHING
Basic Skill Films, 1966
Filmstrip - Color, $6.50

Explains a filmstrip and the filmstrip and record combination and graphically presents five different uses and ways of using filmstrips for groups and individuals that elicit student participation.

USING INDIVIDUAL LEARNING PROCEDURES
Basic Skill Films, 1966
Filmstrip - Color, $6.50

Added to the usual individual teaching tools for students, such as texts and homework, are the newer teaching tools and methods. Such applications as programmed instruction which may be carried in or outside school is given as an example. Other audiovisual materials used in school take special organization and preparation to benefit different kinds of learners. The preparation of this experience is explained and how to choose the material both commercial and teacher made.

A VISIBLE FABLE
Media Laboratory, Eastman Kodak Company
Filmstrip - Color, Record and Discussion Guide, $7.50

Shows how visual literacy starts in the cradle and develops throughout school. The story and pictures follow from the cradle to adulthood and show the impressions that come to one through one's eyes and how one learns. Discussion questions follow in the guide to help administrators and school staff understand and consider the problem of teaching visual literacy.

AIMS - Aims Instructional
Media Services, Inc.
P.O. Box 1010
Hollywood, California 90028

Atlantic Productions, Inc.
894 Sheffield Place
Thousand Oaks, California 91360

Audio Visual Center
University of Iowa
Ames, Iowa

AV Educational Services
University of Minnesota
2037 University Ave. S.E.
Minneapolis, Minnesota 55455

Bailey Films
6509 De Longpre Avenue
Hollywood, California 90028

Basic Skill
Inverness Drive
Pasadena, California 91103

Bel-Mort Films
619 ICO Bldg.
520 S.W. 6th Avenue
Portland, Oregon 97204

Campus Film Distributors Corp.
20 East 46th Street
New York, New York 10017

Churchill Films
662 N. Robertson Blvd.
Los Angeles, California 90069

Colonial Films, Inc.
70 Fairlie Street, N.S.
Atlanta, Georgia 30303

Coronet Films
65 E. South Water St.
Chicago, Illinois 60601

Ealing Corp.
2225 Massachusetts Avenue
Cambridge, Massachusetts 02140

Eastman Kodak Company
343 State Street
Rochester, New York 14650

EBE - Encyclopedia Britannica
Educational Corporation
425 North Michigan Avenue
Chicago, Illinois 60611

Educational Filmstrips
Box 1031
Huntsville, Texas 77340

Educational Media Laboratories
4101 South Congress
Austin, Texas 78745

Eye Gate House
146-01 Archer Avenue
Jamaica, New York 11435

Gotham Book Mart, Inc.
41 W. 47th Street
New York, New York 10036

Great Plains National
Television Library
University of Nebraska
Lincoln, Nebraska

Guidance Associates
Harcourt, Brace, & World
Pleasantville, New York

Henk Newenhouse, Inc.
1825 Willow Road
Northfield, Illinois 60093

Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York, New York 10017

I/D/E/A.
P.O. Box 446
Melbourne, Florida 32901

Indiana University/NET Film
Service
Audio-Visual Service
Bloomington, Indiana 47401

Iowa Films
University of Iowa
Ames, Iowa

McGraw-Hill Book Company Film
Department
327 West 41st Street
New York, New York 10036

Modern Learning Aids,
Division of Modern Talking Pictures Service, Inc.
1212 Avenue of the Americas
New York, New York 10036

National Education Association
Publications - Sales Section
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

National Film Board of Canada
680 Fifth Avenue
New York, New York 10019

New Nursery School Films
1423 11th Street
Greely, Colorado 80631

Ohio State University
Instructional Division
1885 Neil Avenue
Columbus, Ohio 43210

Pennsylvania State University
Audio-Visual Aids Library
University Park, Pennsylvania 16802

Peter M. Robeck Co., Inc.
for BBC-TV
230 Park Avenue
New York, New York 10017

S. L. Film Productions
5126 Hartwick
Los Angeles, California 90041

Science Research Associates
259 East Erie Street
Chicago, Illinois 60611

Stanford University
Audiovisual Service
Palo Alto, California

Stanley Bowmar Co., Inc.
12 Cleveland St.
Valhalla, New York 10595

Summus, Distributed by
Contemporary Films
267 West 25th Street
New York, New York 10001

Television ITV Library
University of Nebraska
Lincoln, Nebraska

U.C.L.A.
Audio-Visual Service
Extension 24
Los Angeles, California 90024

Universal Educational &
Visual Arts
221 Park Avenue South
New York, New York 10024

University of Illinois
Visual Aids Service
704 South Sixth Street
Champaign, Illinois 61820

University of Michigan
Audio-Visual Education Center
416 Fourth Street
Ann Arbor, Michigan

Vimcet Associates
P.O. Box 24714
Los Angeles, California 90024

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______ An Approach to the Analysis of Clinical Settings for Teacher Education, McIntosh, Third Florence B. Stratemeyer Lecture (1968) $.50

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______ 15 The Value Approach to Student Teaching, Lowe (1961) 176. $.50 (867-24430)

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______ 26 The Student Teacher and Human Relations, Ramsey (1966) $1.00 (867-24448)

______ 27 The Student Teacher and Professional Activities, Loftis (1966) $1.00 (867-24450)

ANNOTATED BIBLIOGRAPHIES

______ Annotated Bibliography on Professional Education of Teachers, for 47th Yearbook, Internships in Teacher Education (1968) $1.00 (861-24462)

______ Annotated Bibliography 1969 on Professional Education of Teachers, print and non-print materials (1969) $1.75 (861-24476)

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